

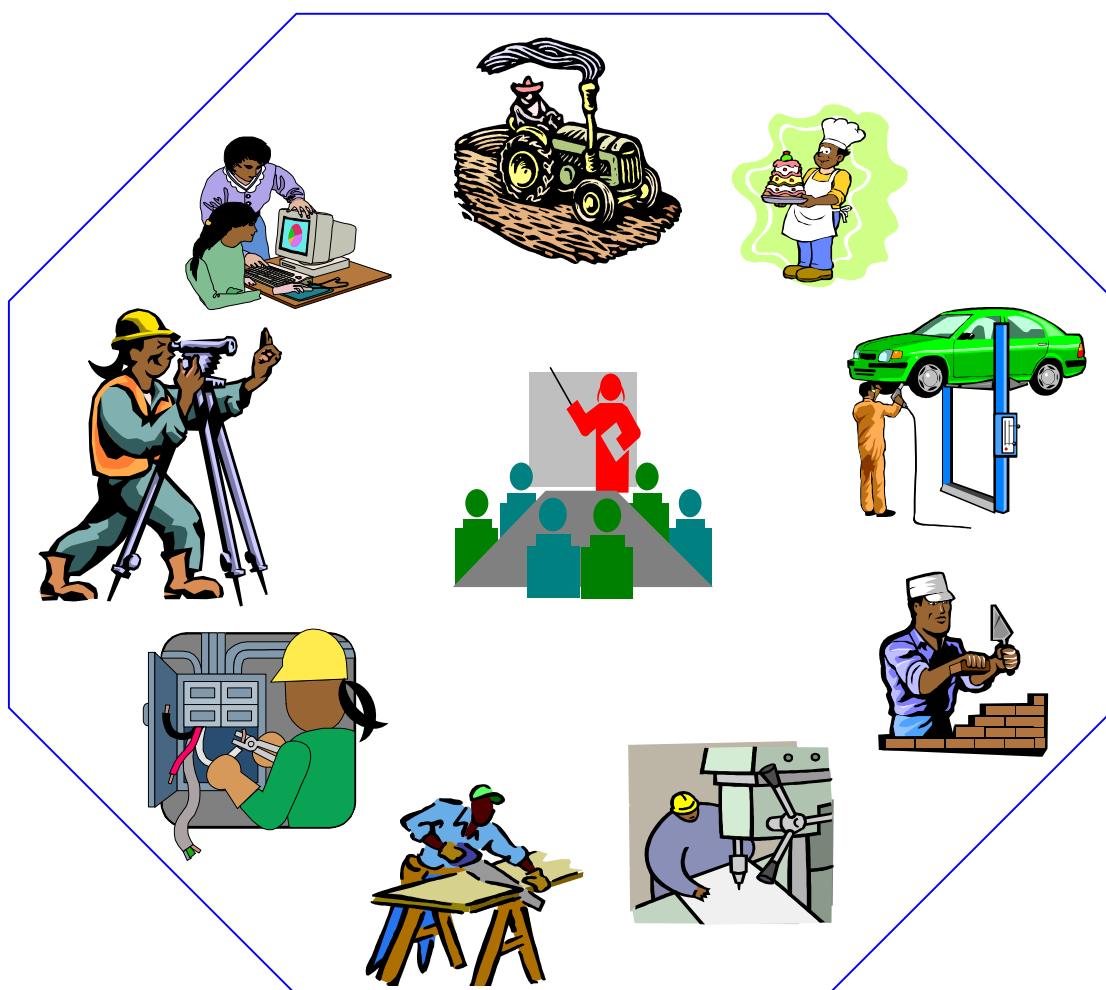
Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD



HOUSEKEEPING OPERATION

NTQF Level III



*Ministry of Education
September 2012*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Housekeeping Operation		
Occupational Code: CST HKO		
NTQF Level III		
<u>CST HKO3 01 0912</u> Coach Others in Job Skills	<u>CST HKO3 02 0912</u> Maintain Financial Records	<u>CST HKO3 03 0912</u> Perform Office Procedures
<u>CST HKO3 04 0912</u> Source and Present Information	<u>CST HKO3 050912</u> Deal with Conflict Situations	<u>CST HKO3 06 0912</u> Communicate on the Telephone
<u>CST HKO3 07 0912</u> Identify Hazards, and Assess and Control Safety Risks	<u>CST HKO3 08 0912</u> Implement and Monitor Workplace Health, Safety and Security Practices	<u>CST HKO3 09 0912</u> Participate in Environmentally Sustainable Work Practices
<u>CST HKO3 10 0912</u> Apply First Aid	<u>CST HKO3 11 0912</u> Control and Order Stock	<u>CST HKO3 12 0912</u> Create and Use Databases
<u>CST HKO3 13 0912</u> Read and Write Workplace Information in a Language Other than English	<u>CST HKO3 14 0912</u> Originate and Develop a Concept	<u>CST HKO3 15 0912</u> Monitor and Control Individual and Crowd Behaviour
<u>CST HKO3 16 0912</u> Provide Lost and Found Facility	<u>CST HKO3 17 0912</u> Advise on Products and Services	<u>CST HKO3 18 0912</u> Practice Career Professionalism
<u>CST HKO3 19 0912</u> Manage Own Performance	<u>CST HKO3 20 0912</u> Monitor Implementation of Work plan / Activities	<u>CST HKO3 21 0912</u> Apply Quality Control

CST HKO3 22 0912
Lead Small Teams

CST HKO3 23 0912
Lead Workplace
Communication

CST HKO3 24 0912
Improve Business Practice

CST HKO3 25 1012
Maintain Quality System
and Continuous
Improvement Processes
(Kaizen)

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Coach Others in Job Skills
Unit Code	CST HKO3 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with units in Training and Assessment Training Package, but reflects the situation in many workplaces where buddy systems and on-the-job coaching are extremely common.

Elements	Performance Criteria
1. Prepare for on-the-job coaching	<p>1.1 Identify the need for coaching based on a range of factors.</p> <p>1.2 Identify specific coaching needs through discussion with colleague to be coached.</p> <p>1.3 Where appropriate, organise coaching sessions according to organization policy.</p>
2. Coach colleagues on the job	<p>2.1 Explain the overall purpose of coaching to colleague.</p> <p>2.2 Explain and demonstrate the specific skills to be coached.</p> <p>2.3 Communicate clearly any underpinning knowledge required and check colleague's understanding.</p> <p>2.4 Provide colleague with opportunity to practice the skill and ask questions.</p> <p>2.5 Provide feedback in a constructive and supportive manner.</p>
3. Follow up coaching	<p>3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required.</p> <p>3.2 Report progress to the appropriate person as required.</p> <p>3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up.</p>

Variable	Range
Factors that could influence the decision whether or not to conduct coaching may include:	<ul style="list-style-type: none"> request for coaching from colleague to be coached own observation and workplace experience direction from colleagues
Coaching sessions could be conducted in a range of contexts, including:	<ul style="list-style-type: none"> on-the-job during work hours before or after work in a simulated location away from the actual workplace
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Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks such as:	<ul style="list-style-type: none"> • customer service skills • technical or practical skills, such as operating equipment, making something or completing documentation • selling or promoting products and services
Underpinning knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:	<ul style="list-style-type: none"> • ingredients or components of items • knowledge of products or services • principles underpinning skills such as communication and selling • reasons for undertaking various tasks • legislative, OHS and hygiene requirements
Performance problems or difficulties may be due to:	<ul style="list-style-type: none"> • shyness or lack of confidence • breakdown in communication • language or cultural barriers • insufficient opportunity to practise • inappropriate circumstances for coaching

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to provide supportive on-the-job coaching with constructive and supportive feedback • clarity in oral communication • knowledge of basic training principles • demonstration of coaching skills under normal workplace conditions, including real work tasks to coach others in and use of suitable equipment and materials
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • context for workplace coaching, including objectives, scope and relationship to other workplace activities • basic principles of training, such as explanation, demonstration, review, trainee explanation, trainee demonstration and feedback • equal employment opportunity (EEO) and other relevant legislation impacting on workplace coaching
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills, specifically the use of questioning techniques and clarity in oral communication • interpersonal skills to facilitate participation and encourage effective coaching outcomes • literacy skills to interpret workplace documentation as required by the job role

Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with other people to whom coaching is provided • use of industry-current technology and documentation to support coaching activities
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate coaching a colleague in a required work skill • role-plays in which the candidate demonstrates training techniques or communication skills, such as questioning and providing feedback • questions about training principles • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Maintain Financial Records
Unit Code	CST HKO3 02 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes.

Elements	Performance Criteria
1. Maintain daily financial records	<p>1.1. Correctly maintain daily financial records and in accordance with organizational requirements for accounting purposes</p> <p>1.2. Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organizational requirements</p> <p>1.3. Accurately credit and debit transactions and promptly enter into journals in accordance with organizational requirements</p>
2. Maintain general ledger	<p>2.1. Maintain general ledger in accordance with organizational requirements</p> <p>2.2. Post transactions into general ledger in accordance with organizational reporting requirements</p> <p>2.3. Reconcile systems for accounts payable and receivable with general ledger</p> <p>2.4. Accurately prepare trial balance from general ledger in accordance with organizational requirements</p>

Variable	Range
Organizational requirements may include:	<ul style="list-style-type: none"> designated time lines guidelines for reconciling journals legal and organizational policies, guidelines and requirements OHS policies, procedures and programs procedures for totalling adjusted journals quality assurance and/or procedures manuals resolution procedures security procedures
Discrepancies may relate to:	<ul style="list-style-type: none"> bank charges dishonoured cheques errors in transposing between source documents and journals interest

Documentation may include:	<ul style="list-style-type: none"> • purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons may include:	<ul style="list-style-type: none"> • bank • line management • organization's authorisations department • statutory body • supervisor
Journals may include:	<ul style="list-style-type: none"> • cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions may include:	<ul style="list-style-type: none"> • commencing business entries • correction of posting errors • interest expense • interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable may include:	<ul style="list-style-type: none"> • checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments may include:	<ul style="list-style-type: none"> • cash • cheque • credit card • direct debit
Designated time lines may include:	<ul style="list-style-type: none"> • by month end • monthly • within agreed period • within organizational deadline

Evidence Guide			
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying and responding to discrepancies and errors transferring and recording financial data accurately reconciling expenditures and revenue knowledge of organizational policies and procedures relating to maintaining financial records 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ financial legislation ➤ occupational health and safety (OHS) organizational policies and procedures relating to maintaining financial records definition of credits/creditors and debits/debtors principles of double entry bookkeeping and accrual accounting methods of presenting financial data 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> literacy skills to identify financial information; to read and understand the organization's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information communication skills to clarify information and to refer errors or discrepancies to appropriate people numeracy skills to read and interpret financial data and to prepare cash analysis sheets problem-solving skills to reconcile figures 		
Resources Implication	<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 examples of source documents relating to financial record keeping 		
Assessment Methods	<p>Competency may be assessed through:</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 identification and rectification or referral of discrepancies or errors in documentation or transactions analysis of responses to case studies and scenarios demonstration of techniques oral or written questioning to assess knowledge of financial record keeping 		
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	<ul style="list-style-type: none"> examples of financial documentation
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Perform Office Procedures
Unit Code	CST HKO3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to complete a range of routine office procedures and activities, including writing simple correspondence.

Elements	Performance Criteria
1. Maintain document systems	<p>1.1 Process office documents according to organization procedures and within designated timelines.</p> <p>1.2 Use office equipment safely and correctly to process documents.</p> <p>1.3 Identify, rectify or report office equipment malfunctions promptly and according to organization procedures.</p>
2. Draft written communication	<p>2.1 Select appropriate format and style for correspondence according to purpose, audience and situation.</p> <p>2.2 Draft documents according to organization formats and protocols.</p> <p>2.3 Use clear and concise language appropriate to purpose, audience and situation.</p> <p>2.4 Use correct spelling, punctuation and grammar to ensure understanding by receiver.</p> <p>2.5 Check information for accuracy prior to sending.</p>
3. Process office documents	<p>3.1 File or store documents according to organization security procedures.</p> <p>3.2 Modify and update reference and index systems according to organization procedures.</p>

Variable	Range
Office documents to be processed may include:	<ul style="list-style-type: none"> • guest mail • customer records • incoming and outgoing correspondence • files • letters • facsimiles • memos • reports • menus • banquet orders

	<ul style="list-style-type: none"> • financial records • invoices • receipts
Office equipment may include:	<ul style="list-style-type: none"> • photocopiers • facsimiles • computers • paging equipment • calculators • audio-transcribing machines • telephone answering machines
Processing of documents may include:	<ul style="list-style-type: none"> • recording sent or received documents • filing, including electronic filing • mailing, including bulk mailing • photocopying • faxing • emailing • collating • binding
Correspondence to be drafted must include a selection from each of the following:	<ul style="list-style-type: none"> • letters • emails • faxes • memos

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to draft multiple pieces of clear, concise and correct written communication, with different purposes, appropriate to the audience and situation • ability to process a range of office documentation accurately and undertake a range of office tasks using different equipment ideally across a complete shift or operating period to address a range of office tasks • completion of office administrative activities within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organization practices and procedures for preparing and processing documents • layout, format and features of typical business documents and alternative formats for special needs groups, such as large print • features and usage of typical office equipment • safe work practices for using office equipment and any related chemicals
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • communication skills to convey meaning clearly and concisely • basic literacy and written communication skills to produce

	<p>workplace documentation and correspondence</p> <ul style="list-style-type: none"> • basic numeracy skills to do simple clerical tasks and count
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • demonstration of skills within a fully equipped office environment using appropriate computers, printers and other office equipment such as facsimile machines, photocopiers and software programs currently used in the tourism and hospitality industries to assist with administrative functions.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • review of documents processed or produced by the candidate • project to develop a portfolio of documentation or correspondence associated with a particular job, event or project • questions to evaluate selection of appropriate type and format of correspondence for particular audiences, purposes and situations • observation of candidate's safe and correct usage of office equipment • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Source and Present Information
Unit Code	CST HKO3 04 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.

Elements	Performance Criteria
1. Find information	<p>1.1 Identify a range of current and accurate information sources appropriate to the information to be sourced.</p> <p>1.2 Access a range of information sources and assess for relevance and applicability.</p> <p>1.3 Obtain information within designated timelines</p>
2. Prepare and present information	<p>2.1 Review information and select content to suit the specific need.</p> <p>2.2 Draft text if required, including all appropriate information.</p> <p>2.3 Express information within the draft text clearly, concisely and accurately.</p> <p>2.4 Present information according to organization guidelines and in a format appropriate to the circumstances.</p> <p>2.5 Deliver information to the appropriate person within designated timelines.</p>

Variable	Range
Information to be sourced may include:	<ul style="list-style-type: none"> information from product suppliers, e.g. for sourcing a new supplier or product information from other departments in the organization, e.g. about available products or services customer service research, e.g. getting feedback from customers about a particular product or service product and service styles that would meet certain customer and market requirements availability of training courses information on new workplace systems or equipment
Information sources may include:	<ul style="list-style-type: none"> other colleagues and personnel product suppliers general and trade media trade shows and exhibitions industry associations industry marketing or research bodies customer feedback

	<ul style="list-style-type: none"> • lectures and presentations • could be print-based or electronic, including: <ul style="list-style-type: none"> ➤ reference books ➤ internet
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to find and review current and correct information on various topics related to the particular information need • ability to present information in a logical, well-organised and appropriate manner • sourcing and providing information within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • types of information resources available for a range of topics and how to access them • methods of presenting information in a logical sequence and of an appropriate depth • alternative presentation formats for special needs groups, such as large print • organizational policies and procedures that relate to the presentation of information
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic research skills, encompassing: <ul style="list-style-type: none"> ➤ identifying sources of required information, such as internet and industry journals ➤ questioning and active listening skills to elicit information ➤ note taking ➤ sorting and processing information ➤ written and oral communication skills for conveying information clearly and concisely
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Deal with Conflict Situations
Unit Code	CST HKO3 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to resolve conflict situations with customers and colleagues. It also describes the resolution of escalated complaints. The unit covers the conflict resolution skills required to address conflicts that may arise in day-to-day work situations. It does not cover formal negotiation, counselling or conducting mediation

Elements	Performance Criteria
1. Identify conflict situations	<p>1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.</p> <p>1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organize appropriate assistance.</p> <p>1.3 Identify and use resources to assist in managing conflict where appropriate and according to organization policy and procedures</p>
2. Resolve conflict situations	<p>2.1 Take responsibility for finding a solution to the conflict within scope of individual responsibility.</p> <p>2.2 Deal with conflict sensitively, courteously and discreetly and take steps to minimize impact on other colleagues and customers.</p> <p>2.3 Use effective communication skills to assist in management of the conflict.</p> <p>2.4 Encourage all points of view, acknowledge them and treat them with respect.</p> <p>2.5 Establish and agree on the nature and details of the conflict with all parties and assess the impact of the situation on them.</p> <p>2.6 Determine possible options to resolve the conflict and promptly analyze and decide on the best solution in agreement with all parties, taking into account any organization constraints.</p> <p>2.7 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions.</p> <p>2.8 Complete any necessary documentation accurately and legibly within time constraints</p>
3. Evaluate conflict situations	<p>3.1 Seek and provide feedback on the conflict and its resolution where possible with the parties involved.</p>

	<p>3.2 Evaluate and reflect on the situation and effectiveness of the solution.</p> <p>3.3 Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements</p>
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Variable	Range
Conflict situations may relate to:	<ul style="list-style-type: none"> customer complaints conflict among work colleagues refused entry drug or alcohol-affected persons ejection from premises problems or faults with a service or product delays or poor timing of product or service supply misunderstandings or communication barriers difficult or demanding customers customers with different or special needs or expectations
Situations where personal safety of customers or colleagues may be threatened and assistance required may involve:	<ul style="list-style-type: none"> drug or alcohol-affected persons people with guns or arms situations where someone has been or may be hurt people who appear to be violent or are threatening situations where customers refuse to leave or be pacified
Customers or colleagues may be from a range of cultural backgrounds and may include:	<ul style="list-style-type: none"> workmates hospitality or tourism customers outside contractors suppliers
Resources to assist in managing conflict may include:	<ul style="list-style-type: none"> senior staff other staff members internal security staff or police counsellors
Communication skills include:	<ul style="list-style-type: none"> listening and active listening questioning techniques, such as asking the right question to elicit the other parties' needs asking questions to gain information, clarify ambiguities and adequately understand requirements rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood empathising with the colleague or customer's situation while upholding organization policy assertiveness non-verbal communication and recognition of non-verbal signs ability to speak clearly to be understood and use appropriate language, style and tone

Organization constraints may include:	<ul style="list-style-type: none"> • costs and budgets • organization policy on refunds or exchange • lack of availability of replacement items, services or tickets
Conflict resolution techniques may include:	<ul style="list-style-type: none"> • problem-solving • negotiation • use of appropriate communication skills
Causes of workplace conflict may include:	<ul style="list-style-type: none"> • poor communication • lack of information • changes to practices and procedures • cultural misunderstanding • lack of empathy • complaints • workplace problems and issues
Conflict situations may relate to:	<ul style="list-style-type: none"> • customer complaints • conflict among work colleagues • refused entry • drug or alcohol-affected persons • ejection from premises • problems or faults with a service or product • delays or poor timing of product or service supply • misunderstandings or communication barriers • difficult or demanding customers • customers with different or special needs or expectations

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of conflict resolution techniques • ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the job role and workplace
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • types of conflict that typically occurs and typical causes • conflict theory, including signs, stages, levels, factors involved and results • group processes and roles people play • organizational structures, and workplace cultures and policies • organization policy and procedures on conflicts and complaints, including any reporting requirements • relevant regulatory, industrial and legislative requirements related to the handling of disputes, dealing with drug or alcohol-affected persons, situations where customers must be refused entry, ejection from premises and security provision
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to determine details and causes of the conflict through observation, questioning and active listening • conflict resolution skills and strategies incorporating

	<p>communication skills of:</p> <ul style="list-style-type: none"> • -assertiveness • -listening • non-verbal communication • language style • problem-solving • negotiation • ability to follow procedures for handling complaints
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Communicate on the Telephone
Unit Code	CST HKO3 06 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate effectively on the telephone. It requires the ability to make and receive calls, to take messages on behalf of other people and to use the main features of a telephone correctly

Elements	Performance Criteria
1. Respond to incoming telephone calls	<p>1.1 Answer telephone calls promptly, clearly and politely according to organization standards.</p> <p>1.2 Offer friendly assistance to the caller and establish the purpose of the call.</p> <p>1.3 Repeat call details to the caller to confirm understanding.</p> <p>1.4 Answer caller enquiries promptly or transfer caller to the appropriate location and person.</p> <p>1.5 Where necessary, record caller requests and information and pass on to the appropriate department or person for follow-up.</p> <p>1.6 Relay messages accurately to the nominated person within appropriate timelines.</p> <p>1.7 Report threatening or suspicious phone calls promptly to the appropriate person and according to organization procedures.</p> <p>1.8 Use language, tone and volume appropriate to the nature of the phone call</p>
2. Make telephone calls	<p>2.1 Obtain correct telephone numbers.</p> <p>2.2 Establish clearly the purpose of the call prior to calling.</p> <p>2.3 Use telephone equipment correctly in order to establish contact.</p> <p>2.4 Communicate clearly your name, company and reason for calling.</p> <p>2.5 Be polite and courteous at all times.</p> <p>2.6 Document outcome of telephone call if required according to organization standards</p>

Variable	Range
Telephone calls may take place in a range of different contexts, including:	<ul style="list-style-type: none"> • office • reception area • on tour
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	<ul style="list-style-type: none"> • in a restaurant or kitchen • on site • with customers • with colleagues • with suppliers
Telephone equipment may include:	<ul style="list-style-type: none"> • single or multiple line telephone systems • switchboards • mobile phones • landlines

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • making and receiving telephone calls using telephone equipment correctly • courteous and friendly telephone service • clear and concise verbal and written communication • making and receiving calls on multiple occasions, communicating on different matters and with different types of callers to ensure consistency of performance
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles of effective communication in relation to listening, questioning and verbal communication • organization's policies and procedures relating to telephone communication, and the recording and passing on of messages
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use the technical features of a specific telephone system correctly • oral communication skills to convey meaning clearly and concisely and interpret the requirements of incoming callers • interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds • literacy and writing skills to record messages
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Housekeeping Operation Level III

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Unit Title	Identify Hazards, and Assess and Control Safety Risks
Unit Code	<u>CST HKO3 07 0912</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated safety risks and take measures to eliminate or control and minimize the risk. It focuses on the processes necessary to control specific workplace safety risks. This risk management approach is central to compliance with OHS legislation, which imposes obligations on businesses (whether small, medium or large) in the service industries, the workplace includes any location where the business operates and 'others' includes customers

Elements	Performance Criteria
1. Identify hazards	<p>1.1 Access and use <i>hazard identification tools and template documents</i> according to organization procedures.</p> <p>1.2 Use <i>appropriate methods to identify actual or foreseeable hazards</i> that have the potential to harm the health and safety of workers or <i>anyone else in the workplace</i>.</p> <p>1.3 Involve other personnel where appropriate in hazard identification process.</p> <p>1.4 Keep records of <i>hazards</i> identified according to organization procedures</p>
2. Assess the safety risk associated with a hazard	<p>2.1 Access and use risk assessment tools and template documents according to organization procedures.</p> <p>2.2 Consult with a range of personnel within the organization to achieve broad input into risk assessment process.</p> <p>2.3 Participate with or involve <i>other personnel where appropriate in the risk assessment process according to consultation requirements</i> of OHS legislation.</p> <p>2.4 Collect sufficient evidence of the type and level of risk that the identified hazard poses.</p> <p>2.5 Use a systematic and <i>four-staged hierarchical process</i> model to conduct a risk assessment.</p> <p>2.6 Document the outcome of the risk assessment and proposed actions.</p> <p>2.7 Keep records of risk assessments according to organization procedures</p>
3. Eliminate or control the risk	<p>3.1 Consult with a range of personnel within the organization to achieve broad input into risk control process.</p> <p>3.2 Implement control measures according to individual level of responsibility or refer to appropriate personnel for permission</p>

	<p>or further action.</p> <p>3.3 Where possible eliminate the risk and if not practical take actions to control the risk using a <i>five-step hierarchical approach</i></p>
4. Review the risk assessment process	<p>4.1 Identify inadequacies in hazard identification and risk assessment processes and resolve or report them to the appropriate person.</p> <p>4.2 Document any changes to the process and implement new processes for future risk management activities.</p>

Variable	Range
Hazard identification tools and risk assessment tools and template documents may include:	<p>self-designed tools developed for the organization as part of an OHS management system tools and templates developed:</p> <ul style="list-style-type: none"> • by external consultancy services • by industry associations for use by member businesses • for public use and found within business management publications, including those developed by OHS regulatory authorities self-designed tools
Appropriate methods to identify actual or foreseeable hazards include:	<ul style="list-style-type: none"> • conduct of site safety audits • completion of a safety checklist • inspections of the workplace • observation of daily activities • investigation of accidents and incidents • review of injury or illness registers • environmental monitoring of the workplace • investigation of staff complaints or reports of safety concerns • review of staff feedback via consultative processes, such as meetings, surveys or suggestion box submissions
Anyone else in the workplace may include:	<ul style="list-style-type: none"> • customers • visiting supplier representatives • contractors
The workplace may include:	<ul style="list-style-type: none"> • operational offices of the business • retail outlet of any sort • warehouse • sport or recreation facility • performance venue • field location of the business where services are delivered to customers • any place where the organization normally conducts its business activities, for example: <ul style="list-style-type: none"> ➤ in a tourism business this could be any destination to which customers are taken on tour ➤ for an event it could be any location where the event happens

<p>Hazard may include:</p>	<p>beverage dispensing systems using inert gases physical environment, for example:</p> <ul style="list-style-type: none"> • working space of workers • lighting • hot and cold environments • climate, weather or exposure, such as insufficient shade and protection from rain, sun or wind • exposure to flood, fire and storm • prevailing noise levels • electrical items • flooring • equipment designed to assist with or replace manual handling • pests • crowds • wild animals and local wildlife • customers' abilities to fully engage in all activities, e.g. health issues • hazards associated with activities to be undertaken <p>plant, for example:</p> <ul style="list-style-type: none"> • machinery • tools • appliances • equipment <p>working practices, for example:</p> <ul style="list-style-type: none"> • opening and closing procedures • security procedures • any standard operating procedures for work-related tasks • inappropriate rostering and shift allocation • length of time spent at certain task and allocation of breaks <p>security issues, for example:</p> <ul style="list-style-type: none"> • theft and robbery • irrational or angry, drunk or drug-affected customers • bomb scares
<p>Other personnel who jointly participate in consultation, hazard identification, and risk assessment and control may include:</p>	<ul style="list-style-type: none"> • staff under supervision • peers and colleagues • supervisors • managers • contractors • OHS representatives • OHS committee members.
<p>Four-staged hierarchical process model must include:</p>	<ul style="list-style-type: none"> • identifying the injury or illness consequences that could result from the hazard • determining the exposure to the hazard • estimating the probability that an incident or injury will occur • determining an overall risk level for the identified hazard

Five-step hierarchical approach must include:	<ul style="list-style-type: none"> • substituting a system of work or equipment with something safer • isolating the hazard • introducing engineering controls • using personal protective equipment • implementing combined control methods to minimize risk
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to access and use appropriate template documents for hazard identification and risk assessment • ability to apply appropriate methods for hazard identification, and risk assessment and control • knowledge and understanding of the consultative approach to hazard identification, assessment of associated safety risks and implementation of controls • knowledge of OHS legislation requirements for hazard identification, and risk assessment and control • ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist • knowledge of specific and relevant OHS legislative requirements • demonstration of skills in conducting risk assessments for different hazard scenarios
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • broad and working knowledge of relevant state or territory OHS legislation, specifically requirements for: • when, where and how hazards must be identified • when, where and how risk assessments must be conducted • incorporation of appropriate consultation in the hazard identification and risk assessment process • record keeping • OHS consultative mechanisms commonly used by organizations • role of OHS committees or OHS representatives as mechanisms for consultation • context of risk assessments within an overall OHS management system • key elements of OHS risk assessments • format and use of appropriate hazard identification and risk assessment templates • range of methods for identifying hazards in the workplace • common methods applied to the assessment of safety risks, such as the four-staged process model recommended and published by state and territory OHS authorities • common methods applied to controlling risks, such as the

	<p>five-stepped hierarchical process model recommended and published by state and territory OHS authorities</p> <ul style="list-style-type: none"> • OHS record-keeping procedures • specific organizational policy and procedures for OHS management
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to access appropriate hazard identification and risk assessment templates • high-level communication skills to communicate and consult with colleagues on issues of hazard identification and assessment of risks associated with those hazards • literacy skills to read and interpret: <ul style="list-style-type: none"> ➤ complex materials describing regulatory requirements that relate to OHS management ➤ organizational policies and procedures and template documents ➤ literacy skills to write hazard identification and risk assessment documents ➤ critical thinking skills to allow for rational and logical evaluation of hazards and associated risks, and to apply or suggest effective controls while incorporating the views of other people consulted in the workplace
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Implement and Monitor Workplace Health, Safety and Security Practices
Unit Code	CST HKO3 08 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement predetermined OHS policies and procedures and to monitor OHS practices as a supervisory function.</p> <p>A systematic management approach is central to compliance with OHS legislation and imposes obligations on all businesses whether small, medium or large, to manage the safety of their workers and anyone else in the workplace. This unit involves the implementation and monitoring of those predetermined OHS practices designed, at management level, to ensure a safe workplace</p>

Elements	Performance Criteria
1. Provide information on health, safety and security	<p>1.1 Accurately and clearly explain to personnel relevant OHS information, including organization-specific policies and procedures.</p> <p>1.2 Make all current and updated OHS information readily accessible to staff in a timely and regular manner, according to organizational procedures</p>
2. Monitor safe work practices	<p>2.1 Monitor adherence to organizational OHS procedures and OHS signage.</p> <p>2.2 Monitor ongoing compliance with safe work practices.</p> <p>2.3 Take prompt and appropriate action to address non-compliance with procedures, safe work practices and non-adherence to signage.</p> <p>2.4 Monitor the effectiveness of work practices in maintaining the health, safety and security of personnel through close contact with day-to-day operations</p>
3. Coordinate consultative arrangements for the management of health, safety and security issues	<p>3.1 Coordinate any scheduled consultation sessions and the operation of any and all consultative processes.</p> <p>3.2 Provide the opportunity for staff members to contribute their views on current and future OHS management practices, including views on how to eliminate or control risks.</p> <p>3.3 Action, resolve or refer issues raised through OHS consultation to the appropriate person.</p> <p>3.4 Provide timely staff and own feedback on OHS management practices to the designated person according to organization procedures</p>

4. Implement and monitor procedures for identifying hazards, and assessing and controlling risks	<p>4.1 Coordinate any scheduled hazard identification activities ensuring hazards are identified at <i>times designated by legislation</i>.</p> <p>4.2 Identify any <i>hazards</i> on an ongoing basis through close contact with day-to-day operations in the workplace and react to reports of hazards by others workers.</p> <p>4.3 Coordinate the conduct of risk assessments and, participate by taking a lead role in assessing risks associated with identified hazards according to consultative requirements of OHS legislation.</p> <p>4.4 Implement any risk control methods according to organization's policies and procedures or refer to appropriate person if control is outside scope of responsibility.</p> <p>4.5 Monitor the effectiveness of control measures, promptly identify any inadequacies and resolve or report them to the appropriate person</p>
5. Implement and monitor health, safety and security training	<p>5.1 Identify <i>OHS training needs</i> accurately based on regular workplace monitoring.</p> <p>5.2 Make timely arrangements for fulfilling training needs in consultation with appropriate management and according to organization policies and procedures.</p> <p>5.3 Monitor effectiveness of training in the workplace and make adjustments as required</p>
6. Maintain OHS records and reports	<p>6.1 Complete <i>OHS records and reports</i> accurately and legibly and store according to organization and legal requirements.</p> <p>6.2 Use data and reports to provide reliable and timely input to the management of workplace health, safety and security.</p>

Variable	Range
OHS information may include information on:	<ul style="list-style-type: none"> • organization's overall OHS policy • any OHS policy and procedure but especially hazard identification • roles and responsibilities of employers and employees in OHS management practices • legal obligations and ramifications of failure to comply • consultative arrangements for OHS • use of hazard identification reporting documents • use of risk assessment template documents • specific existing control measures relevant to the workplace • specific regulations and codes of practice • OHS training information and updates • location of first aid kit and emergency evacuation plan

OHS procedures may involve:	<ul style="list-style-type: none"> • emergency, fire and accident • incident or accident reporting • consultation • hazard identification • risk assessment and control • security including: <ul style="list-style-type: none"> ➢ documents ➢ cash ➢ equipment ➢ people ➢ key control systems
Safe work practices may include:	<ul style="list-style-type: none"> • use of personal protective clothing and equipment • safe posture including sitting, standing and bending • using safe manual handling, including lifting and transferring • taking designated breaks • rotating tasks • using knives and equipment, handling hot surfaces • taking account of the dangers associated with inert gases used in beverage dispensing systems • using computers and electronic equipment • safe handling of chemicals, poisons and dangerous materials • using ergonomically sound furniture and workstations • clearing any hazards from immediate work area • paying attention to safety signage
Consultative processes may involve:	<ul style="list-style-type: none"> • consultation with employees during the course of each business day • a diary, whiteboard or suggestion box used by staff to report any issue of concern • recording issues in a management diary • regular staff meetings that involve OHS discussions • special staff meetings or workshops to specifically address OHS issues • staff handbook which includes OHS information • surveys or questionnaires that invite feedback on OHS issues • informal meetings with notes • fact sheets to fully inform personnel about OHS rights and responsibilities • formal meetings with agendas, minutes and action plans • formal OHS representatives and committees • involvement of personnel in writing parts of OHS policies and procedures
Times designated by legislation for systematic hazard identification may include:	<ul style="list-style-type: none"> • when changes to the workplace are implemented, for example: <ul style="list-style-type: none"> • before the premises are used for the first time • before and during the installation or alteration of any plant • before changes to work practices are introduced

	<ul style="list-style-type: none"> when any new information relating to health and safety risk becomes available
Hazards may include:	<p>physical environment, for example:</p> <ul style="list-style-type: none"> working space of any workers lighting hot and cold environments exposure to elements of weather, such as sun, wind and rain prevailing noise levels electrical items flooring equipment designed to assist with or replace manual handling pests crowds <p>plant, for example:</p> <ul style="list-style-type: none"> machinery tools appliances equipment <p>working practices, for example:</p> <ul style="list-style-type: none"> opening and closing procedures security procedures any standard operating procedures for work-related tasks rostering of staff and shift allocation length of time spent at certain task and allocation of breaks <p>security issues, for example:</p> <ul style="list-style-type: none"> theft and robbery irrational or angry customers bomb scares

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist for a given service industry operation and in line with regulatory requirements knowledge of specific and relevant OHS legislative requirements project or work activities conducted over a commercially realistic period of time so that the implementation, monitoring and reporting aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> in-depth knowledge of the contents of the organization's OHS policies, procedures and reporting processes in-depth knowledge of employee responsibilities in relation

	<p>to ensuring safety of self, other workers and other people in the workplace</p> <ul style="list-style-type: none"> • in-depth knowledge of employer's responsibilities under relevant state or territory OHS legislation, especially: • requirement to consult and acceptable consultation mechanisms • requirements for the use of OHS representatives and committees, and their roles and responsibilities • requirements for hazard identification, risk assessment, risk control and acceptable mechanisms • requirements for record keeping and acceptable record keeping mechanisms • provision of information and training • issue resolution • in-depth knowledge of employee's responsibility to participate in OHS practices and consultation under relevant state or territory OHS legislation • ramifications of failure to observe OHS policies and procedures and legislative requirements • in-depth knowledge of the particular consultation, hazard identification and risk assessment methods used in the particular workplace
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • high-level communication skills to communicate with colleagues on issues of OHS responsibility and discipline non-compliance, to conduct OHS consultation activities, and to provide all OHS procedural information and information on safe work practices • high-level literacy skills to read and interpret sometimes complex materials describing regulatory requirements that relate to OHS management and to read and interpret organizational policies and procedures • writing skills to develop reports and complete OHS records • critical thinking skills to allow for a rational and logical evaluation of the effectiveness of OHS management practices and to incorporate the views of other people consulted in the workplace
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Participate in environmentally sustainable work practice
Unit Code	CST HKO3 09 0912
Unit Descriptor	<p>This competency covers the outcomes required to effectively measure current resource use and carry out improvements including those reducing negative environmental impacts of work practices.</p> <p>This competency applies to operators/team members who are required to follow procedures so as to work in an environmentally sustainable manner. This ensures regulatory compliance and also aims at minimizing environmental risks and maximizes the environmental performance of the process and the organization.</p>

Elements	Performance Criteria
1. Identify current resource use and environmental issues.	1.1. Identify workplace environmental and resource efficiency issues. 1.2. Identify resources used in own work role. 1.3. Measure and record current usage of resources using appropriate techniques. 1.4. Identify and report workplace environmental hazards to appropriate personnel.
2. Comply with environmental regulations.	2.1. Follow procedures to ensure compliance. 2.2. Report environmental incidents to appropriate personnel.
3. Seek opportunities to improve environmental practices and resource efficiency.	3.1. Follow enterprise plans to improve environmental practices and resource efficiency. 3.2. Make suggestions for improvements to workplace practices in own work area.

Variable	Range
Procedures	All operations are performed in accordance with procedures including all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.
Environmental and resource efficiency issues	Environmental and resource efficiency issues include minimization of environmental risks and maximization of opportunities to improve business environmental performance and to promote more efficient production and consumption of natural resources, for example by:
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	<ul style="list-style-type: none"> • minimization of waste, through implementation of the waste management hierarchy • efficient and effective use of energy and other resources • seeking alternative sources of energy • efficient use of materials and appropriate disposal of waste • use of controls to minimize the risk of environmental damage from hazardous substances • efficient water use • reducing emissions • life cycle analysis applied to issues such as energy supply, materials, transport, production
Measure	<p>Measure should be interpreted in a manner consistent with the scope of the job and may include things like:</p> <ul style="list-style-type: none"> • counting the number of items entering/leaving a work area • reading indicators in the work area • obtaining relevant information from support personnel • other simple means
Appropriate techniques	<p>Appropriate techniques include:</p> <ul style="list-style-type: none"> • material fed to/consumed by plant/equipment • plant meters and gauges • job cards including kanbans • examination of invoices from suppliers • measurements made under different conditions • examination of relevant information and data
Compliance	<p>Compliance includes meeting relevant federal, state and local government laws, by-laws, regulations and mandated codes of practice. It also includes any codes and standards that the enterprise applies voluntarily.</p>
Incidents	<p>Incidents include:</p> <ul style="list-style-type: none"> • breaches or potential breaches of regulations • occurrences outside of standard procedure which may lead to lower environmental performance
Enterprise plans	<p>Enterprise plans include:</p> <ul style="list-style-type: none"> • documented policies and procedures • work plans to minimize waste, increase efficiency of water/energy use, minimize environmental hazards
Suggestions	<p>Suggestions include ideas that help to:</p> <ul style="list-style-type: none"> • prevent and minimize environmental risks and maximize opportunities • reduce emissions of greenhouse gases • reduce use of non-renewable resources • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • reduce waste • increasing the reusability/recyclability of wastes/products • reduce water usage and/or water wastage

Evidence Guide			
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • identify and measure resources used in their job • identify situations likely to lead to an environmental incident • follow procedures related to environmental performance • work is routinely to procedures • the minimum of resources is used consistent with the job requirements, good practice and the procedures 		
Underpinning Knowledge and Attitudes	<p>Demonstrates sufficient knowledge to :</p> <ul style="list-style-type: none"> • have a basic understanding of sustainability • know the environmental hazards/risks, resource use and inefficiencies associated with own workplace (at an appropriate level) • know the relevant environmental and resource efficiency systems and procedures for own work area • know the impact of laws and regulations to a level relevant to the work context 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • report as required by procedures • follow procedures and instructions and respond to change • ask questions and seek clarifications relating to work requirements • Reading and writing is required in order to interpret required procedures and complete required workplace forms/reports. • Numeracy is required to interpret numeric workplace information, readings and measurements, handle data as required and complete numeric components of workplace forms/reports. 		
Resources Implication	<ul style="list-style-type: none"> • workplace procedures and plans • documentation in relation to production, waste, overheads, hazard control/management • reports from supervisors/managers • case study/scenarios Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices 		
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • by demonstration in the workplace • using targeted questioning for appropriate portions • by use of a suitable simulation and/or a range of case studies/scenarios • by a combination of these techniques. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with</p>		
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	appropriate practical/simulation or similar assessment.
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Apply First Aid
Unit Code	CST HKO3 10 0912
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Elements	Performance Criteria
1. Assess the situation	<p>1.1 Identify assess and minimize hazards in the situation that may pose a risk of injury or illness to self and others</p> <p>1.2 Minimize immediate risk to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements</p> <p>1.3 Assess casualty and identify injuries, illnesses and conditions</p>
2. Apply first aid procedures	<p>2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>2.2 Use available resources and equipment to make the casualty as comfortable as possible</p> <p>2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort</p> <p>2.5 Seek consent from casualty prior to applying first aid management</p> <p>2.6 Provide first aid management in accordance with established first aid principles.</p> <p>2.7 Seek first aid assistance from others in a timely manner and as appropriate</p> <p>2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures</p> <p>2.9 Use safe manual handling techniques as required</p> <p>2.10 Monitor casualty's condition and respond in accordance with effective first aid principles and procedures</p> <p>2.11 Finalise casualty management according to casualty's needs and first aid principles</p>

3. Communicate details of the incident	<p>3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant communication media and equipment</p> <p>3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel</p> <p>3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures</p> <p>3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures</p> <p>3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organization policies</p>
4. Evaluate own performance	<p>4.1 Seek feedback from appropriate clinical expert</p> <p>4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents</p> <p>4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs</p>

Variable	Range
Contextualisation to address specific requirements may include:	<ul style="list-style-type: none"> • Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	<ul style="list-style-type: none"> • Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Vital signs include:	<ul style="list-style-type: none"> • Consciousness • Breathing • Circulation
A hazard is:	<ul style="list-style-type: none"> • A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	<ul style="list-style-type: none"> • Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks may include:	<ul style="list-style-type: none"> • Risks from equipment, machinery and substances • Risks from first aid equipment • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty

	<ul style="list-style-type: none">• Risks associated with the proximity of other workers and bystanders• Risks from vehicles		
Casualty's condition is managed for:	<ul style="list-style-type: none">• Abdominal injuries• Airway obstruction• Allergic reactions• Altered and loss of consciousness• Bleeding• Burns - thermal, chemical, friction, electrical• Chest pain/cardiac arrest• Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations• Near drowning• Envenomation - snake, spider, insect and marine bites• Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke• Fractures• Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions• No signs of life• Poisoning and toxic substances (including chemical contamination)• Respiratory distress/arrest• Seizures• Shock• Stroke• Substance misuse - common drugs and alcohol, including illicit drugs.		
First aid management must take into account applicable aspects of:	<p>The setting in which first aid is provided, including:</p> <ul style="list-style-type: none">• workplace policies and procedures• industry/site specific regulations, codes etc• OHS requirements• state and territory workplace health and safety legislative requirements• location and nature of the incident• situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents• location of emergency services personnel• The use and availability of first aid equipment and resources• Infection control• Legal and social responsibilities of first aider		
Resources and equipment are used appropriate to the risk to be met and may include:	<ul style="list-style-type: none">• AED• First aid kit• Auto-injector• Puffer/inhaler• Resuscitation mask or barrier		
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	<ul style="list-style-type: none"> • Spacer device
Communication media and equipment may include but are not limited to:	<ul style="list-style-type: none"> • Telephones, including landline, mobile and satellite phones • HF/VHF radio • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Appropriate clinical expert may include:	<ul style="list-style-type: none"> • Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker
Documentation may include:	<ul style="list-style-type: none"> • Injury report forms • Workplace documents as per organization requirements
Documentation may include recording:	<ul style="list-style-type: none"> • Time • Location • Description of injury • First aid management • Fluid intake/output, including fluid loss via: <ul style="list-style-type: none"> • blood • vomit • faeces • urine • Administration of medication including: <ul style="list-style-type: none"> • time • date • person administering • dose • Vital signs

Evidence Guide			
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • Knowledge and Essential Skills identified in this competency unit • Competence should be demonstrated working individually and, where appropriate, as part of a first aid team • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting 		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Working knowledge of: <ul style="list-style-type: none"> ➢ basic principles and concepts underlying the practice of first aid ➢ procedures for dealing with major and minor injury and illness ➢ priorities of management in first aid when dealing with life threatening conditions 		
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	<ul style="list-style-type: none"> ➤ basic occupational health and safety requirements in the provision of first aid ➤ infection control principles and procedures, including use of standard precautions ➤ chain of survival ➤ first Aiders' skills and limitations ➤ Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to • First aid management of: <ul style="list-style-type: none"> ➤ abdominal injuries ➤ allergic reactions ➤ altered and loss of consciousness ➤ bleeding ➤ burns - thermal, chemical, friction, electrical ➤ cardiac arrest ➤ casualty with no signs of life ➤ chest pain ➤ choking/airway obstruction ➤ injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations ➤ envenomation - snake, spider, insect and marine bites ➤ environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke ➤ fractures ➤ medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions ➤ near drowning ➤ poisoning and toxic substances (including chemical contamination) ➤ respiratory distress ➤ seizures ➤ shock ➤ stroke ➤ substance misuse - common drugs and alcohol, including illicit drugs ➤ Awareness of stress management techniques and available support • Social/legal issues: <ul style="list-style-type: none"> ➤ duty of care ➤ need to be culturally aware, sensitive and respectful ➤ importance of debriefing ➤ confidentiality ➤ own skills and limitations
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Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Conduct an initial casualty assessment • Plan an appropriate first aid response in line with established first aid principles, policies and procedures • Demonstrate correct procedures for performing CPR using a manikin, including standard precautions • Apply first aid principles • Infection control, including use of standard precautions • Follow OHS guidelines • Demonstrate: <ul style="list-style-type: none"> • safe manual handling • consideration of the welfare of the casualty • ability to call an ambulance • site management to prevent further injury • Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions • Administer medication in line with state/territory regulations, legislation and policies • Prepare a written incident report or provide information to enable preparation of an incident report • Communicate effectively and assertively in an incident • Make prompt and appropriate decisions relating to managing an incident in the workplace • Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition • Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols • Evaluate own response and identify appropriate improvements where required
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Control and Order Stock
Unit Code	CST HKO3 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to control and order stock. It requires the ability to process stock orders, maintain stock levels, minimize stock losses, manage stock takes and maintain all documents that relate to the administration of stock

Elements	Performance Criteria
1. Maintain stock levels and records	<p>1.1 Use stock control systems to administer all stock control and ordering processes fully and efficiently.</p> <p>1.2 Monitor and maintain stock levels to organization requirements.</p> <p>1.3 Monitor stock security and adjust systems as required.</p> <p>1.4 Monitor and adjust stock reorder cycles as required.</p> <p>1.5 Inform colleagues of their individual responsibilities in regard to the reordering of stock.</p> <p>1.6 Maintain records of stock storage and movement according to organization procedures.</p> <p>1.7 Monitor stock performance, and identify and report fast or slow-selling items according to organization procedures</p>
2. Process stock orders	<p>2.1 Process orders for stock according to organization procedures.</p> <p>2.2 Maintain and record stock levels ensuring information is complete, correct and current.</p> <p>2.3 Check incoming stock records against purchase and supply agreements and record all necessary details</p>
3. Minimize stock losses	<p>3.1 Identify and record stock losses according to organization procedures.</p> <p>3.2 Report losses according to organization procedures.</p> <p>3.3 Identify avoidable losses and establish reasons for them.</p> <p>3.4 Recommend solutions to loss situations and implement related procedures to prevent future avoidable losses</p>
4. Follow up orders	<p>4.1 Monitor the delivery process to ensure agreed deadlines are met.</p> <p>4.2 Liaise with colleagues and suppliers to ensure continuity of supply.</p> <p>4.3 Follow up on routine supply problems or refer problems to</p>

	<p>appropriate person according to organization policy.</p> <p>4.4 Distribute stock to agreed allocations ensuring that it is protected from loss, contamination, spoilage, temperature abuse and pests, and is in line with relevant OHS and food safety procedures</p>
5 Organize and administer stock takes	<p>5.1 Organize stock takes at appropriate intervals according to organization policy and procedures.</p> <p>5.2 Allocate stocktaking responsibilities to staff.</p> <p>5.3 Produce accurate stock take reports within designated timelines.</p>

Variable	Range
Stock control systems may be:	<ul style="list-style-type: none"> • manual • computerized
Stock may include:	<ul style="list-style-type: none"> • food and beverages • equipment, such as office equipment and maintenance and cleaning equipment • linen • stationery • brochures and promotional material • cleaning supplies and chemicals • vouchers and tickets • souvenirs and other retail products

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ordering, control and overall administration of continuous stock supply within a specific tourism and hospitality industry environment • ability to meet accuracy and speed requirements for completion and maintenance of stock records • project or work activities conducted over a commercially realistic period of time so that the stock control and maintenance aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • stock ordering procedures • stock level maintenance techniques appropriate to industry sector • stock take procedures appropriate to industry sector • stock recording systems • stock security systems and procedures • types of stock control documentation and systems • reasons for stock loss and damage and methods used to control these

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to process all stock order documents and reconcile incoming stock records against purchase orders • writing skills to record and maintain all stock records and produce complex stock take reports • high-level communication skills to inform colleagues on their individual stock ordering and stock take responsibilities and liaise with suppliers about deliveries and discrepancies • critical thinking skills to allow for the analysis of stock records to determine stock losses and to make appropriate recommendations for improvements • numeracy skills to perform complex calculations involving reconciling stock orders and levels
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Create and Use Databases
Unit Code	CST HKO3 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information.

Elements	Performance Criteria
1. Create a simple database	<p>1.1. Design a simple database, with at least two tables, using a database application, basic design principles, software functions and simple formulae</p> <p>1.2. Develop a table with fields and attributes according to database usage, as well as data considerations and user requirements</p> <p>1.3. Create a primary key for each table</p> <p>1.4. Modify table layout and field attributes as required</p> <p>1.5. Create a relationship between the two tables</p> <p>1.6. Check and amend data entered, in accordance with organizational and task requirements</p>
2. Create reports and queries	<p>2.1. Determine information output, database tables to be used and report layout to meet task requirements</p> <p>2.2. Determine data groupings, search and sort criteria to meet task requirements</p> <p>2.3. Run reports and queries to check that results and formulae provide the required data</p> <p>2.4. Modify reports to include or exclude additional requirements</p>
3. Use database	<p>3.1. Ensure data input meets designated time lines and organizational requirements for speed and accuracy</p> <p>3.2. Use manuals, user documentation and online help to overcome problems with database design and production</p> <p>3.3. Preview, adjust and print database reports or forms in accordance with organizational and task requirements</p> <p>3.4. Name and store databases, in accordance with organizational requirements, and exit application without data loss or damage</p> <p>3.5. Prepare and distribute reports to appropriate person in a suitable format</p>

Variable	Range
Database applications may include:	<ul style="list-style-type: none"> commercial database applications organizational specific database applications

Basic design principles may include:	<ul style="list-style-type: none"> • naming conventions • data layout • formatting • database use • required output • reporting and presentation requirements
Software functions may include:	<ul style="list-style-type: none"> • adding, deleting, moving, re-labelling fields • altering field widths • calculating, using formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • repeating (if available) • table, form and report wizards
Simple formulae may include:	<ul style="list-style-type: none"> • average • count • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Data may include:	<ul style="list-style-type: none"> • numbers • text
Checking and amending data may include:	<ul style="list-style-type: none"> • accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • outcome of sorting or filtering • proofreading • spelling, electronically and manually
Report layout may include:	<ul style="list-style-type: none"> • alignment on page • columns • enhancements to format - borders, patterns and colours • enhancements to text • formatting provided through use of a wizard or other automated process • headers/footers • logical ordering of data • tables
Designated time lines may include:	<ul style="list-style-type: none"> • time line agreed with internal or external client • time line agreed with supervisor or person requiring database

Printing may include:	<ul style="list-style-type: none"> • forms • queries • records • reports • tables
Storing databases may include:	<ul style="list-style-type: none"> • authorised access • filing locations • naming conventions • organizational policy for backing up files • organizational policy for filing hard copies of databases • security • storage in electronic folders and sub-folders • storage on disk drives, CD-ROM, back-up tapes

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • creating simple databases and queries • manipulating data using queries • formatting data into a final version
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety ➤ organizational requirements relating to data entry, storage and presentation
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • numeracy skills to create simple queries and to use simple formulae • planning and organising skills to develop effective databases • problem-solving skills to address inconsistencies in data and issues in database, and to query structures
Resources Implication	<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 • access to sample data
Assessment Methods	<p>Competency may be assessed through:</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 authenticated documents from the workplace or training environment • demonstration of techniques

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Housekeeping Operation Level III	
Unit Title	Read and Write Workplace Information in a Language other than English
Unit Code	CST HKO3 13 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in diverse language scripts to respond to customer needs. It covers routine and non-routine activities such as writing letters and brief workplace reports, and using a range of commonly used workplace documents such as emails, faxes, letters and brochures. This unit can be used for training delivery and assessment of reading and writing proficiency in any language, other than English. There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.</p> <p>This unit is the first in a hierarchical set of two units dealing with reading and writing in a language other than English, ranging from entry to fluency and increasing in complexity with the level of linguistic ability</p>

Elements	Performance Criteria
1. Read and understand workplace documents	<p>1.1 Read and understand <i>routine and non-routine workplace documents</i>.</p> <p>1.2 Use and interpret any accompanying <i>visual information</i> to support comprehension.</p> <p>1.3 Identify main ideas, key facts and requirements.</p> <p>1.4 Identify and take into account tone and purpose of document.</p> <p>1.5 Act upon information and respond to requests, seeking assistance where required</p>
2. Write simple routine workplace documents	<p>2.1 Accurately prepare <i>simple workplace documents</i> using key words, phrases, simple sentences and visual aids where appropriate.</p> <p>2.2 Clearly and accurately convey main ideas, key facts and details in the written text.</p> <p>2.3 Write key information in the appropriate places in standard forms to enable the completion of <i>routine tasks</i>.</p> <p>2.4 Provide clear and easy to follow <i>written directions and instructions</i> in a correctly ordered sequence.</p> <p>2.5 Support written communication with the use of appropriately sequenced expressions and questions that help define or clarify the goal.</p>

	<p>2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents.</p> <p>2.7 Provide written responses to documents in an appropriate form and tone</p>
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Variable	Range
Routine and non-routine workplace documents required to be read and understood include:	<ul style="list-style-type: none"> • emails, memos and faxes • brochures and promotional material • menus and wine lists • schedules and itineraries • formal and informal letters • reservation and booking information • simple reports, such as progress and incident reports • conference programs and signage • visual and graphic materials
Visual information may include:	<ul style="list-style-type: none"> • signs • maps • diagrams • forms • labels • tickets
Simple workplace documents may include:	<ul style="list-style-type: none"> • emails, memos and faxes • letters of enquiry and complaint • letters to customers • thank you letters and invitations • response to requests for routine information • covering letters • brief reports on events, negotiated arrangements, offers and opportunities
Routine tasks must relate to:	<ul style="list-style-type: none"> • providing factual information on the workplace • conducting simple product and service transactions • answering queries about products and services • responding to requests for general assistance and factual information within the scope of responsibility
Written directions and instructions may include:	<ul style="list-style-type: none"> • general information on workplace health and safety rules • how to use simple equipment

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Ability to read and understand workplace documents • Ability to write simple routine workplace documents

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> linguistic knowledge required to write workplace documents in a language other than English, including structure and other specific language features such as vocabulary, sentence structure, grammar, spelling and punctuation conventions awareness and limited application of social, workplace and cultural conventions and protocols in relation to the culture and language being assessed
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> reading comprehension skills to identify the document purpose, main idea, key issues and facts, writer attitude and mood, type of response and action, and to recognise when further assistance in translating may be required cross-cultural communication skills to avoid writing workplace information that may cause offence
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> Interview / Written Test / Oral Questioning Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Originate and Develop a Concept
Unit Code	CST HKO3 14 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to originate and develop a concept to a stage where it becomes the basis of a creative and effective product, service or process. It requires the ability to respond to a brief or develop a self-initiated proposal, originate the concept, seek technical and creative input, adjust the proposal and create an operational specification for the implementation of the concept

Elements	Performance Criteria
1. Interpret the brief or clarify need or opportunity	<p>1.1 Explore the brief, need or opportunity for innovation, investigate and clarify the context for the new product or service.</p> <p>1.2 Clarify purpose, desired outcome or end product, broad content, style, cost, intended audience or user and other relevant factors of the brief, need or opportunity.</p> <p>1.3 Specify the purpose, goals, constraints and requirements of the final product, service or process</p>
2. Develop a range of creative approaches	<p>2.1 Generate a range of different, innovative and creative approaches and concepts.</p> <p>2.2 Review different approaches or concepts for feasibility, innovation, creativity and acceptability to client or audience.</p> <p>2.3 Identify possible constraints and check the approaches or concepts against constraints to determine feasibility.</p> <p>2.4 Take into consideration social, ethical and environmental impacts of the approaches or concepts.</p> <p>2.5 Investigate effects and advantages of various combinations of activities, systems, processes, staff and materials for achieving a creative, innovative and appropriate outcome.</p> <p>2.6 Select concepts or approaches that achieve the required outcome in an innovative and feasible way and document draft proposals representing those approaches in an appropriate format</p>
3. Seek opinions of colleagues and a range of creative technical experts and specialists	<p>3.1 Discuss proposals with colleagues and specialists.</p> <p>3.2 Clarify creative and technical aspects of proposals and seek expert advice where required.</p> <p>3.3 Compare proposals with best practice examples of similar products, services or processes</p>

4. Adjust and refine proposal on the basis of advice received and evaluation	<p>4.1 Determine advantages and disadvantages of each approach or strategy based on established criteria.</p> <p>4.2 Evaluate proposals and select the approach that will result in desired outcome</p>
5. Develop concept to an operational level	<p>5.1 Develop detailed specification for the product, service or process in terms of creativity, audience or user, budget and technical requirements.</p> <p>5.2 Present detailed specification to relevant parties for approval, funding or endorsement.</p>

Variable	Range
Product or service may include:	<ul style="list-style-type: none"> • new or enhanced service industry product or service • marketing campaigns • loyalty programs • advertising campaigns
Purpose of the product or service may be:	<ul style="list-style-type: none"> • new product to gain market share • new product to diversify the current product range • expanded product range to minimize business risk
Factors may include:	<ul style="list-style-type: none"> • cost-effectiveness • technical feasibility • audience or user characteristics • issues relating to implementation, such as: <ul style="list-style-type: none"> ➢ level of skill and understanding ➢ resource requirements ➢ need for additional staff training ➢ access to technology
Constraints may include:	<ul style="list-style-type: none"> • cost • finance • time • availability of skilled experts and personnel • availability of equipment • technical difficulty in realising the concept
Appropriate format may include:	<ul style="list-style-type: none"> • proposals to be submitted to a funding body or sponsor • briefs for a consultant • descriptions of a creative proposal for in-house consideration
Colleagues and specialists may include:	<ul style="list-style-type: none"> • staff involved in the design or implementation of process • technical specialists • creative and administrative staff • external consultants
Established criteria may include:	<ul style="list-style-type: none"> • creativity • appropriateness to the user or audience • cost-effectiveness • level of risk • potential benefits

	<ul style="list-style-type: none"> • technical feasibility
Specifications may include:	<ul style="list-style-type: none"> • purpose • audience • time • budget • human and physical resources, including plant and equipment • ownership of final product • operational plan

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • project or work activities that show the candidate's ability to generate and evaluate original, creative and effective concepts that can be translated into concrete operational proposals • ability to fully research, comprehend and analyse information on the full range of issues that relate to originating and developing the concepts • ability to consult and communicate with colleagues and external specialists • ability to review, modify and document concepts and operational specifications
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • relevant specialist technical knowledge relating to issues for the specific work contexts within the particular service industry sector and business • appropriate ways of documenting creative proposals • past history of work in related areas • social and environmental effects of possible approaches • technical principles and knowledge appropriate to the area covered by the concept • communication principles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use creative techniques to generate a range of innovative ideas • ability to communicate with a wide range of people • research skills
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Monitor and Control Individual and Crowd Behaviour
Unit Code	CST HKO3 15 0912
Unit Descriptor	This unit of competency specifies the outcomes required to maintain safety and security of persons, property and premises. It requires the ability to observe and monitor individual and crowd behaviour and identify and respond to potential threats and incidents

Elements	Performance Criteria
1. Prepare for monitoring.	<p>1.1 Applicable provisions of legislative and organizational requirements relevant to assignment instructions are identified and complied with.</p> <p>1.2 Work tasks are verified and clarified as required with relevant persons.</p> <p>1.3 Personal dress and presentation is maintained to meet assignment requirements.</p> <p>1.4 Resources and equipment are confirmed and checked for operational effectiveness and serviceability in accordance with manufacturer's instructions.</p> <p>1.5 Faulty or damaged equipment is replaced and reported in accordance with organizational procedures.</p> <p>1.6 Site layout details and communication channels and processes are verified and clarified with relevant persons as required.</p>
2. Monitor individual and crowd behavior.	<p>2.1 Systematic personal safety checks are conducted on a regular basis in accordance with organizational procedures.</p> <p>2.2 Crowd and individual behavior is monitored to ensure the security and safety of persons and property.</p> <p>2.3 Security status of the venue and crowd is determined and communicated as required to appropriate persons.</p> <p>2.4 Communication is courteous and professional and interpersonal techniques reflect an awareness of individual social and cultural differences.</p> <p>2.5 Persons behaving in a potentially disruptive manner are identified and assessed for degree of risk to self, others, property and premises.</p>
3. Identify and respond to security risk situation.	<p>3.1 Potential security risks are identified and assessed for degree of risk.</p> <p>3.2 Response is formulated and carried out within scope of own role, competence and authority.</p>

	<p>3.3 Assistance requirements are identified and requested in accordance with organizational procedures.</p> <p>3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security.</p> <p>3.5 Reports are prepared presenting all relevant facts and information in appropriate format, style and structure.</p> <p>3.6 Relevant documentation is completed and processed in accordance with organizational procedures</p>
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Variable	Range
Legislative requirements may relate to:	<ul style="list-style-type: none"> • apprehension and powers of arrest • Ethiopian standards and quality assurance requirements • counter-terrorism • crowd control and control of persons under the influence of intoxicating substances • force continuum, use of force guidelines • general 'duty of care' responsibilities • inspection of people and property, and search and seizure of goods • licensing or certification requirements (e.g. security industry, casino security etc) • privacy and confidentiality • relevant commonwealth, state and territory legislation, codes and national standards for: <ul style="list-style-type: none"> ➢ anti-discrimination ➢ cultural and ethnic diversity ➢ environmental issues ➢ equal employment opportunity ➢ industrial relations ➢ Occupational Health and Safety (OHS) • relevant industry codes of practice • trespass and the removal of persons • use of restraints and weapons: <ul style="list-style-type: none"> ➢ batons ➢ firearms ➢ handcuffs ➢ spray
Organizational requirements may relate to:	<ul style="list-style-type: none"> • access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs

	<ul style="list-style-type: none"> • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information
Assignment instructions may include:	<ul style="list-style-type: none"> • assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client information • incident and security risk response procedures • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements • travel routes and schedules
Work tasks may relate to:	<ul style="list-style-type: none"> • control of exit from and access to premises • crowd control • escort of people • routine security monitoring of site • screening of people
Relevant persons may include:	<ul style="list-style-type: none"> • clients • colleagues • emergency services personnel and agencies • security personnel • supervisor
Resources and equipment may include:	<ul style="list-style-type: none"> • communication equipment: <ul style="list-style-type: none"> ➤ earpiece ➤ pager ➤ portable and mounted two-way radio ➤ telephone and mobile phone • maps • pen and security notebook • personal protection equipment • security equipment: <ul style="list-style-type: none"> ➤ electronic screening equipment ➤ video cameras and monitors • security personnel and specialist services • transport
Sites may include:	<ul style="list-style-type: none"> • licensed premises • outdoor and indoor venues • private functions • protests • public events

	<ul style="list-style-type: none"> • sporting events
Communication channels and processes may relate to:	<ul style="list-style-type: none"> • direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organizational communication networks • verbal and non-verbal communication procedures e.g. pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals
Interpersonal techniques may involve:	<ul style="list-style-type: none"> • active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language
Social and cultural differences may relate to:	<ul style="list-style-type: none"> • dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs
Security risks may relate to:	<ul style="list-style-type: none"> • breaches of law e.g. criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies e.g. fire, scenes of crime, accidents • hazards e.g. physical, chemical, electrical, psychological, biological • threats e.g. bombs, sabotage, assassination
Response may involve:	<ul style="list-style-type: none"> • checking identification • defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • issuing verbal warnings • notifying relevant emergency services agencies • offering assistance • provision of first aid • request for support and assistance • restraint of person

	<ul style="list-style-type: none"> • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques
Documentation may include:	<ul style="list-style-type: none"> • activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • A person who demonstrates competency in this unit must be able to provide evidence of: • assessing site layout and verifying communication and security requirements prior to assignment • completing and processing documentation • complying with applicable legislation and procedural requirements to maximise the safety and protection of persons, property and premises • observing and monitoring persons and identifying and responding appropriately to potential threats and hazards • operating and maintaining security, communications and personal protection equipment • using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • communication channels, codes and signals • emergency and evacuation procedures • first aid procedures and their application • instructions and procedures for responding to security risk situations • legal provisions relating to powers of arrest and 'use of force' guidelines • limits of own responsibility and authority • methods of restraint • negotiation and conflict resolution techniques • observation and monitoring techniques • operational functions and procedures for the use of communications, security and personal protection equipment • principles of effective communication including interpersonal techniques • procedures and requirements for documenting security incidents • range of potential security incidents and appropriate 		
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	<p>responses</p> <ul style="list-style-type: none"> • reporting structure and processes • site layout and access points
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities • communicate using clear and concise language • comply with procedures to assess and control risks to self and others • identify and comply with applicable legal and procedural requirements including licensing requirements and 'use of force' guidelines • identify and comply with security incident response procedures • identify response appropriate to security risk situation • identify risk factors and assess degree of risk • identify support and assistance requirements • monitor crowd behaviour, size, safety and direction • operate security and communications equipment • record, report and document information • relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities • select and use appropriate personal protection equipment • use negotiation techniques to defuse and resolve conflict
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Provide Lost and Found Facility
Unit Code	CST HKO3 16 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a lost and found facility. It requires the ability to establish the status of lost and found items using appropriate inquiries and procedures, record details and maintain documents

Elements	Performance Criteria
1. Establish status of item	<p>1.1 Establish and maintain a lost and found register according to organizational requirements.</p> <p>1.2 Record and verify a description and relevant details of the lost or found item with appropriate person(s).</p> <p>1.3 Tag and file found items and place them in a designated location</p>
2. Follow procedures for lost and claimed items	<p>2.1 Conduct all communication in a professional and courteous manner according to organizational requirements.</p> <p>2.2 Explain to the enquirer or claimant the organizational procedures and obligations regarding lost and found items, in a clear and sensitive manner.</p> <p>2.3 Investigate and trace lost items according to organizational policies and procedures.</p> <p>2.4 Verify identification of the claimant, ensuring they sign for and date the claimed item(s) according to organizational requirements</p>
3. Complete documentation	<p>3.1 Update the lost and found register reflecting whether the item has been claimed or fully investigated.</p> <p>3.2 Complete reports and other documentation according to organizational requirements and within designated timeframes.</p> <p>3.3 Report to the appropriate person(s) incidents and recommended system improvements in relation to lost and found claims and enquiries in a timely manner.</p>

Variable	Range
Organizational requirements may include:	<ul style="list-style-type: none"> • Legal and organizational policy and procedures including personnel practices and guidelines • Organizational goals, objectives, plans, systems and processes • Legislation relevant to the operation, incident and/or response

	<ul style="list-style-type: none"> • Employer and employee rights and responsibilities • Business and performance plans • Policies and procedures relating to own role, responsibility and delegation • Quality and continuous improvement processes and programs • Emergency and evacuation procedures • Duty of care, code of conduct, code of ethics • Access and equity policy, principles and practice • Records and information systems and processes • Communication channels and reporting procedures.
Relevant details may include:	<ul style="list-style-type: none"> • Location • Date • Time
Appropriate persons may include:	<ul style="list-style-type: none"> • Supervisors, managers • Colleagues • Members of the public • Clients • Designated human resource personnel.
Designated locations may include:	<ul style="list-style-type: none"> • Cupboard/storage facility • Safe facilities.
Communication techniques may include:	<ul style="list-style-type: none"> • Language, verbal or non-verbal • Active listening • Questioning to clarify and confirm understanding • Interpreting non-verbal and verbal messages • Observation techniques • Use of positive, confident and co-operative language • Control of tone of voice and body language • Use of language and concepts appropriate to cultural differences.
Identification documents may include:	<ul style="list-style-type: none"> • Daily/weekly reports • 'lost and found' register • Written and computer reports • Logs, journals

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Effectively communicate and record information regarding lost and found items and complete and maintain workplace documentation • Receive and relay verbal and non-verbal information in a concise and accurate manner with sensitivity to social and cultural differences • Identify prohibited and/or hazardous items and goods and take appropriate action • Effectively operate office technology and communication equipment 		
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant legislative provisions • Basic problem-solving strategies • Premises and property security requirements and procedures • Premises and property lay-out • Rules for the identification and handling of dangerous and prohibited goods • EEO, equity and diversity principles • Operational techniques of communication and office equipment • Organizational procedures and guidelines appropriate to own role, responsibility and delegation • Reporting procedures and documentation requirements and processes • Principles of effective communication including inter personal techniques • Principles of questioning to get specific information • Use and storage requirements of equipment.
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Accurately record and report information • Effectively operate office and communication equipment • Present a professional image to members of the public and colleagues • Apply active listening and questioning techniques • Solve basic problems • Estimate and calculate resource and equipment requirements • Collate and organize information and items • Communicate effectively with people from different social, cultural and ethnic backgrounds and various physical and mental abilities • Communicate in a clear and concise manner • Comply with relevant legislative and regulatory requirements • Enter data using basic keyboarding skills • Estimate time to complete activities and organize personal schedule • Prepare statements and write reports
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III

Unit Title		Advise on Products and Services	
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Unit Code	<u>CST HKO3 17 0912</u>
Unit Descriptor	It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers

Elements	Performance Criteria
1. Develop product and service knowledge	<p>1.1 Develop and maintain product knowledge according to store policy and legislative requirements.</p> <p>1.2 Convey product knowledge to other staff as required.</p> <p>1.3 Research and apply comparisons between products and services.</p> <p>1.4 Demonstrate knowledge of competitors' product and service range and pricing structure</p>
2. Recommend specialized products or services	<p>2.1 Evaluate merchandise according to customer requirements.</p> <p>2.2 Demonstrate features and benefits of products and services to customer to create a buying environment.</p> <p>2.3 Apply detailed specialized knowledge of product to provide accurate advice to customers</p>

Variable	Range
Product knowledge may include:	<ul style="list-style-type: none"> • brand options • product features and benefits • warranties • safety features • use-by dates • handling and storage requirements • stock availability • price
Product knowledge may be developed and maintained by:	<ul style="list-style-type: none"> • accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and pamphlets
Store policy and procedures in regard to:	<ul style="list-style-type: none"> • interaction with customers • selling products and services
Legislative requirements may include:	<ul style="list-style-type: none"> • Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS

	<ul style="list-style-type: none"> • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods
Staff may include:	<ul style="list-style-type: none"> • full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions
Customer requirements may include:	<ul style="list-style-type: none"> • specific brand • sizing • quality • quantity • price range • usage
Customers may include:	<ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Pricing structure may include:	<ul style="list-style-type: none"> • sales reductions • pricing procedures, including GST requirements • mark-downs

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialized product knowledge to provide accurate advice according to the needs of the customer
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specialized product knowledge, including: <ul style="list-style-type: none"> ➢ warranties ➢ benefits and features ➢ shelf life and use-by date ➢ storage requirements ➢ ingredients or materials contained in product ➢ product and ingredient origins ➢ care and handling of products ➢ corresponding or complementary products and services ➢ stock availability • store and industry manuals and documentation

	<ul style="list-style-type: none"> • stock and merchandise range • service range • procedures for taking orders • pricing procedures, including GST requirements • other relevant policies and procedures • relevant legislation and statutory requirements • relevant industry codes of practice
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpersonal communication skills to: <ul style="list-style-type: none"> ➢ convey product knowledge to staff ➢ apply knowledge to provide advice to customers ➢ handle difficult customers through clear and direct communication ➢ ask questions to identify and confirm requirements ➢ share information ➢ use language and concepts appropriate to cultural differences ➢ use and interpret non-verbal communication • using a range of communication and electronic equipment • accessing relevant product and service information • literacy skills in regard to: <ul style="list-style-type: none"> • reading and understanding product information • reading and understanding store policies and procedures • recording information • numerical skills in regard to: <ul style="list-style-type: none"> ➢ estimating and calculating costs relevant to pricing products
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Practice Career Professionalism
Unit Code	CST HKO3 18 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

Elements	Performance Criteria
1. Integrate personal objectives with the organizational goals	<p>1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession.</p> <p>1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on the performance evaluation.</p> <p>1.3 Commitment to the organization and its goal is demonstrated in the performance of duties.</p>
2. Set and meet work priorities	<p>2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives.</p> <p>2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments.</p> <p>2.3 Practices along economic use and maintenance of equipment and facilities are followed as per the established procedures.</p>
3. Maintain professional growth and development	<p>3.1 Trainings and career opportunities are identified and availed of based on the job requirements</p> <p>3.2 Recognitions are sought/received and demonstrated as proof of career advancement</p> <p>3.3 Licenses and/or certifications relevant to job and career are obtained and renewed</p>

Variable	Range
Evaluation	<ul style="list-style-type: none"> • Performance Appraisal • Psychological Profile • Aptitude Tests
Resources	<ul style="list-style-type: none"> • Human • Financial • Technology • Hardware • Software
Trainings and career opportunities	<ul style="list-style-type: none"> • In training programs: <ul style="list-style-type: none"> ➢ Technical Supervisory ➢ Managerial ➢ Continuing Education

	<ul style="list-style-type: none"> • Serving as Resource Persons in conferences and workshops
Recognitions	<ul style="list-style-type: none"> • Recommendations • Citations • Certificate of Appreciations • Commendations • Awards • Tangible and Intangible Rewards
Licenses and/or certifications	<ul style="list-style-type: none"> • National Certificates • Certificate of Competency • Support Level Licenses • Professional Licenses

Evidence Guide	
Critical aspects of competency	<ul style="list-style-type: none"> • Assessment requires evidence that the candidate: • Attained job targets within key result areas (KRAs) • Maintained intra and interpersonal relationship in the course of managing oneself based on performance evaluation • Completed trainings and career opportunities which are based on the requirements of the industries • Acquired and maintained licenses and/or certifications according to the requirement of the qualification
Underpinning knowledge and attitudes	<ul style="list-style-type: none"> • Work values and ethics (Code of Conduct, Code of Ethics, etc.) • Company policies • Company operations, procedures and standards • Fundamental rights at work including gender sensitivity • Personal hygiene practices
Underpinning skills	<ul style="list-style-type: none"> • Appropriate practice of personal hygiene • Intra and Interpersonal skills • Communication skills
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped location with necessary tools and equipment as well as consumable materials
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration • Portfolio
Context for Assessment	<p>Competence may be assessed in the workplace or in simulated work</p>

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Manage Own Performance
Unit Code	CST HKO3 19 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes in effectively managing own workload and quality of work.

Elements	Performance Criteria
1. Plan for the completion of own workload	<p>1.1 Tasks are accurately identified.</p> <p>1.2 Priority is allocated to each task.</p> <p>1.3 Time lines are allocated to each task or series of tasks.</p> <p>1.4 Tasks deadlines are known and complied with whenever possible.</p> <p>1.5 Work schedules are known and completed with agreed time frames.</p> <p>1.6 Work plans are developed according to the assignment requirements and employer policy.</p> <p>1.7 Uncompleted work or tasks detailed and responsibility for completion are passed to incoming shift or other appropriate persons.</p>
2. Maintain the quality of performance	<p>2.1 Personal performance is continually monitored against the agreed performance standards.</p> <p>2.2 Advice and guidance are sought when necessary to achieve or maintain agreed standards.</p> <p>2.3 Guidance from management is applied to achieve or maintain the agreed standards.</p> <p>2.4 Standard of work is clarified and agreed according to the employer policy and procedures.</p>
3. Build credibility with customers/clients	<p>3.1 Client expectations for reliability, punctuality and appearance are adhered to.</p> <p>3.2 Possible causes of client/customer dissatisfaction are identified, dealt with recorded according to employer policy.</p> <p>3.3 Client is fully informed of all relevant security matters in a timely.</p>

Variable	Range
Tasks	<ul style="list-style-type: none"> • Daily tasks • Weekly tasks • Regularly or irregularly occurring tasks
Performance Standards	<p>May include:</p> <ul style="list-style-type: none"> • Assignment Instructions

	<ul style="list-style-type: none"> • Procedures established in policy documents
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Evidence Guide	
Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Planned for completion of own workload. • Assessed verbal or written work plan through observation and discussion of site and employer requirements. • Demonstrated capacity to complete task within specified time frame. • Maintained quality of own performance.
Underpinning knowledge and attitudes	<ul style="list-style-type: none"> • Site and assignment requirements • Employer policy on performance management • Indicators of appropriate performance for each area of responsibility • Steps for improving or maintaining performance
Underpinning skills	<ul style="list-style-type: none"> • Capacity to plan and prioritize work loads and requirements • Time and task management
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped location with necessary tools and equipment as well as consumable materials
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration • Portfolio
Context for Assessment	<p>Competence may be assessed in the workplace or in simulated work</p>

Occupational Standard: Housekeeping Operation Level III
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Unit Title	Monitor Implementation of Work plan/Activities
Unit Code	<u>CST HKO3 20 0912</u>
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organize workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p>

	4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.
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Variables	Range
Problems	May include but not limited to: <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Housekeeping Operation Level III
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Unit Title	Apply Quality Control
Unit Code	<u>CST HKO3 21 0912</u>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in manufacturing works.

Elements	Performance Criteria
1. Implement quality standards	1.1 Agreed quality standard and procedures are acquired and confirmed 1.2 Standard procedures are introduced to organizational staff / personnel. 1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy. 1.4 Standard procedures are revised / updated when necessary
2. Assess quality of service delivered	2.1 Services delivered are checked against organization quality standards and specifications 2.2 Service delivered are evaluated using the appropriate evaluation parameters and in accordance with organization standards 2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures 3.2 Records of work quality are maintained according to the requirements of the organization
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures 4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.

Variable	Range
Quality check	<ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	<ul style="list-style-type: none"> • materials • components

	<ul style="list-style-type: none"> • process • procedures
Quality parameters	<ul style="list-style-type: none"> • standard design / specifications • material specification

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment and materials relevant to the activity/ task
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Housekeeping Operation Level III			
Unit Title		Lead Small Teams	
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Unit Code	<u>CST HKO3 22 0912</u>
Unit Descriptor	This unit covers the knowledge, attitudes and skills to lead small teams including setting and maintaining team and individual performance standards.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Work requirements are identified and presented to team members</p> <p>1.2 Reasons for instructions and requirements are communicated to team members</p> <p>1.3 Team members' queries and concerns are recognized, discussed and dealt with</p>
2. Assign responsibilities	<p>2.1 Duties and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements</p> <p>3.2 Performance expectations are based on individual team members duties and area of responsibility</p> <p>3.3 Performance expectations are discussed and disseminated to individual team members</p>
4. Supervised team performance	<p>4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>

Variable	Range
Work requirements	<ul style="list-style-type: none"> • client profile • assignment instructions
Team member's concerns	<ul style="list-style-type: none"> • roster/shift details
Monitor performance	<ul style="list-style-type: none"> • formal process • informal process
Feedback	<ul style="list-style-type: none"> • formal process • informal process

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • maintained or improved individuals and/or team performance given a variety of possible scenario • assessed and monitored team and individual performance against set criteria • represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> • maintaining or improving individuals and/or team performance given a variety of possible scenario • assessing and monitoring team and individual performance against set criteria • representing concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocating duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • setting and communicating performance expectations for a range of tasks and duties within the team and providing feedback to team members
Underpinning Skills	<ul style="list-style-type: none"> • communication skills required for leading teams • informal performance counseling skills • team building skills • negotiating skills
Resource	<ul style="list-style-type: none"> • access to relevant workplace or appropriately simulated

Implications	environment where assessment can take place • materials relevant to the proposed activity or task
Methods of Assessment	Competence may be assessed through: • Interview / Oral questioning / Written Test • Observation/Demonstration
Context of Assessment	• Competency may be assessed individually in the actual workplace or through accredited institution.

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST HKO3 23 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range
Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	The following resources must be provided: variety of information, communication tools, simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral Questioning • Observation/Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Improve Business Practice
Unit Code	CST HKO3 24 0912
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired 1.2 Competitive advantage of the business is determined from the data 1.3 SWOT analysis of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 Organizational structures are checked to ensure they are suitable
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed 4.2 Practice objectives are developed/reviewed 4.3 Target markets are identified/refined 4.4 Market research data is obtained 4.5 Competitor analysis is obtained 4.6 Market position is developed/reviewed 4.7 Practice brand is developed 4.8 Benefits of practice/practice products/services are identified 4.9 Promotion tools are selected/developed

5. Develop business growth plans	<p>5.1 Plans to increase yield per existing client are developed</p> <p>5.2 Plans to add new clients are developed</p> <p>5.3 Proposed plans are ranked according to agreed criteria</p> <p>5.4 An action plan to implement the top ranked plans is developed and agreed</p> <p>5.5 Practice work practices are reviewed to ensure they support growth plans</p>
6. Implement and monitor plans	<p>6.1 Implementation plan is developed in consultation with all relevant stakeholders</p> <p>6.2 Indicators of success of the plan are agreed</p> <p>6.3 Implementation is monitored against agreed indicators</p> <p>6.4 Implementation is adjusted as required</p>

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location • timeframe
Objectives should	<ul style="list-style-type: none"> • Specific

be 'SMART' , that	<ul style="list-style-type: none"> • Measurable • Achievable • Realistic • Time defined
Market research data includes:	<ul style="list-style-type: none"> • data about existing clients • data about possible new clients • data from internal sources • data from external sources such as: <ul style="list-style-type: none"> • trade associations/journals • Yellow Pages small business surveys • libraries • Internet • Chamber of Commerce • client surveys • industry reports • secondary market research • primary market research such as: <ul style="list-style-type: none"> ➤ telephone surveys ➤ personal interviews ➤ mail surveys
Competitor analysis	<ul style="list-style-type: none"> • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
SWOT analysis includes:	<ul style="list-style-type: none"> • internal strengths such as staff capability, recognized quality • internal weaknesses such as poor morale, under-capitalization, poor technology • external opportunities such as changing market and economic conditions • external threats such as industry fee structures, strategic alliances, competitor marketing
Key indicators may include:	<ul style="list-style-type: none"> • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures include:	<ul style="list-style-type: none"> • legal structure (partnership, limited liability company, etc.) • organizational structure/hierarchy • reward schemes
Market position should include data on:	<ul style="list-style-type: none"> • product • the good or service provided • product mix • the core product - what is bought • the tangible product - what is perceived • the augmented product - total package of consumer

	<ul style="list-style-type: none"> • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a

	business <ul style="list-style-type: none"> • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	Demonstrates skill in: <ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Housekeeping Operation Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST HKO3 25 1012
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	<p>1.1 Distribute and explain information about the enterprise's quality system to personnel</p> <p>1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority</p> <p>1.3 Allocate responsibilities for quality within work area in accordance with quality system</p> <p>1.4 Provide coaching and mentoring to ensure that personnel are able to meet their responsibilities and quality requirements</p>
2. Maintain quality documentation	<p>2.1 Identify required quality documentation, including records of improvement plans and initiatives</p> <p>2.2 Prepare and maintain quality documentation and keep accurate data records</p> <p>2.3 Maintain document control system for work area</p> <p>2.4 Contribute to the development and revision of quality manuals and work instructions for the work area</p> <p>2.5 Develop and implement inspection and test plans for quality controlled products</p>
3. Facilitate the application of standardized procedures	<p>3.1 Ensure all required procedures are accessible by relevant personnel</p> <p>3.2 Assist personnel to access relevant procedures, as required</p> <p>3.3 Facilitate the resolution of conflicts arising from job</p> <p>3.4 Facilitate the completion of required work in accordance with standard procedures and practices</p>

4. Provide training in quality systems and improvement processes	<p>4.1 Analyze roles, duties and current competency of relevant personnel</p> <p>4.2 Identify training needs in relation to quality system and continuous improvement processes (kaizen)</p> <p>4.3 Identify opportunities for skills development and/or training programs to meet needs</p> <p>4.4 Initiate and monitor training and skills development programs</p> <p>4.5 Maintain accurate training record</p>
5. Monitor and review performance	<p>5.1 Review performance outcomes to identify ways in which planning and operations could be improved</p> <p>5.2 Use the organization's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>5.3 Enhance customer service through the use of quality improvement techniques and processes</p> <p>5.4 Adjust plans and communicate these to personnel involved in their development and implementation</p>
6. Build continuous improvement process	<p>6.1 Organize and facilitate improvement team</p> <p>6.2 Encourage work group members to routinely monitor key process indicators</p> <p>6.3 Build capacity in the work group to critically review the relevant parts of the value chain</p> <p>6.4 Assist work group members to formalize improvement suggestions</p> <p>6.5 Facilitate relevant resources and assist work group members to develop implementation plans</p> <p>6.6 Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.</p>
7. Facilitate the identification of improvement opportunities	<p>7.1 Analyze the job completion process</p> <p>7.2 Ask relevant questions of job incumbent</p> <p>7.3 Encourage job incumbents to conceive and suggest improvements</p> <p>7.4 Facilitate the trying out of improvements, as appropriate</p>
8. Evaluate relevant components of quality system	<p>8.1 Undertake regular audits of components of the quality system that relate to the work area</p> <p>8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures</p>

	8.3 Facilitate the updating of standard procedures and practices
	8.4 Ensure the capability of the work team aligns with the requirements of the procedure

Variable	Range
Coaching and mentoring	May refer to: <ul style="list-style-type: none"> • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	May include: <ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	May include: <ul style="list-style-type: none"> • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	May be: <ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
Key process indicators	Key process indicators may include: <ul style="list-style-type: none"> • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	May include: <ul style="list-style-type: none"> • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams

	<ul style="list-style-type: none"> • run charts • X bar R charts • PDCA • Sigma techniques • balanced scorecards • benchmarking • performance measurement • upstream and downstream customers • internal and external customers immediate and/or final
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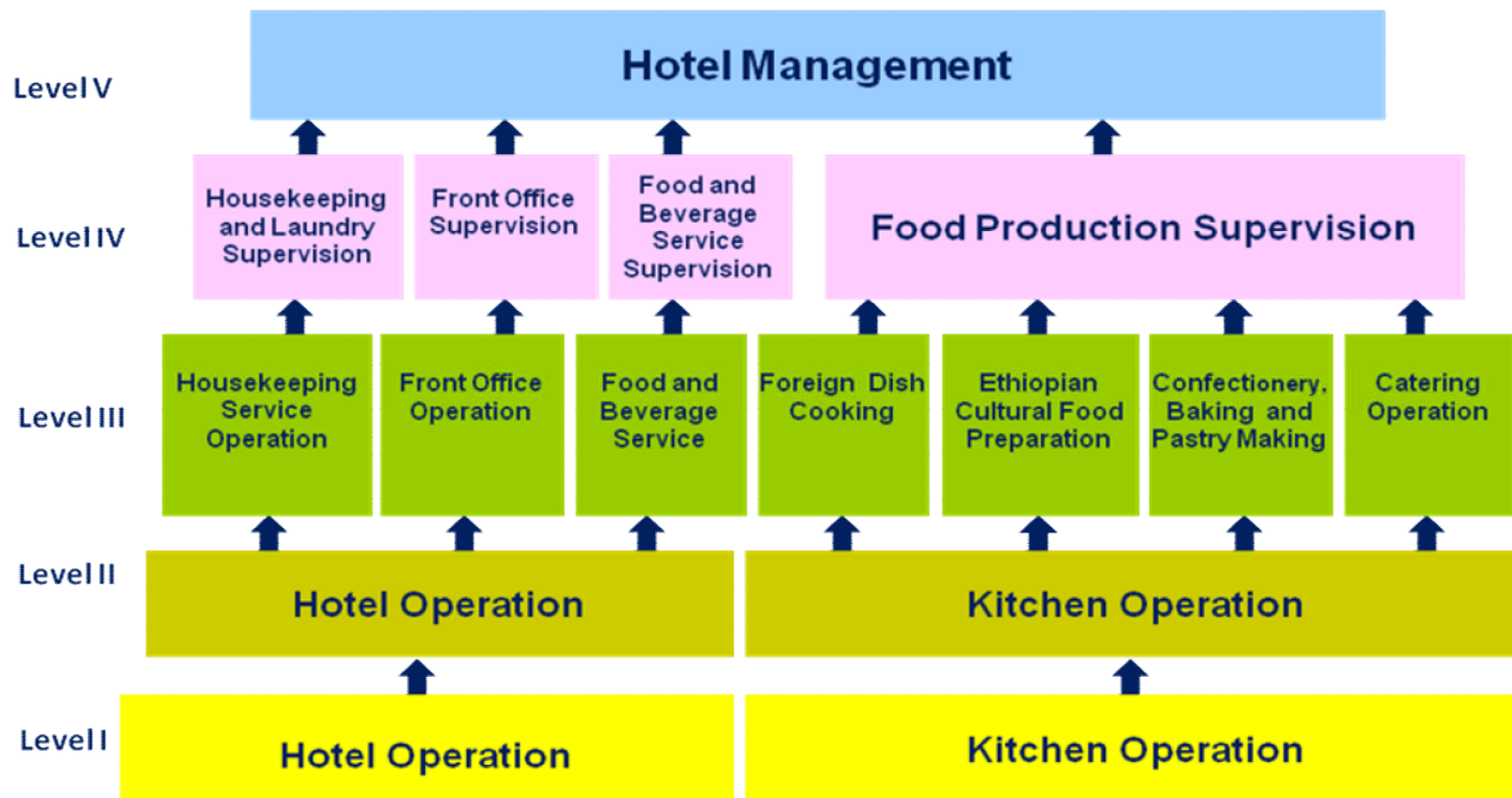
Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> – benchmarking – best practice – change management – continuous improvement systems and processes

	<ul style="list-style-type: none"> – quality systems • range of procedures available and their application to different jobs • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes

	<ul style="list-style-type: none"> • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Culture, Sports and Tourism
Sub-Sector: Hotel and Hospitality



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