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1. INTRODUCTION TO BRUNEI DARUSSALAM NATIONAL OCCUPATIONAL SKILLS STANDARDS (BNOSS)

Brunei Darussalam National Occupational Skills Standards (BNOSS) is a document that underlines and specifies competencies needed by a skilled worker who is gainfully employed for an occupational area and level, and pathway to achieve the competencies.

A group of expert panels consisting of industrial experts and practitioners of a particular occupational sector need to be identified in developing the standard. With the involvement of these experts in the development of the BNOSS document, measurable benchmarks of skills and performance in the related area can be established in relation to the expectation of employers and the current requirements of the industry. These standards shall be aligned to the Brunei Darussalam Qualifications Framework (BDQF).

BNOSS is a set of standards of performance that an individual is required to achieve when carrying out effectively functions of a particular job. It is used as a reference for the industry, career path of a skilled worker, training purposes and benchmarks for best practices.

2. BENEFITS OF BNOSS

To the employers

- Able to describe the Job description and determine the salary.
- Employers can use the skills standards to establish personnel qualification requirements.
- Assess employee skill levels based on industry standard.
- Match employee skills to the work needed.
- Training gap analysis.
- To advertise job requirement to standards specification.

To the employees

- Able to understand employers expectation of workers competencies in terms of knowledge, skills and attitude towards the specific job scope.
- Able to determine the skills and abilities needed for advancement or transfer industries and determine the right credential needed to upgrade skills.
- Can use BNOSS as guideline to identify the career development pathway in order to succeed in their occupation.

To the training organisations

- BNOSS as a guideline for training organisations to develop their own curriculum.
- Able to develop assessment mechanism and specifications to assess trainees competencies.
- Able to build a cohesive relationship though a like-minded expectation of trainee's competencies and work readiness.
- Enhances the ability and confidence to train consistent with the industry's current expectations and needs.
- Develop new and evaluate existing curriculum and programs based on industry needs.

3. PUBLIC AREA CLEANER LEVEL 1

The role of a public area cleaner is designed to reflect the role of individuals who perform mainly routine guest service tasks of public area cleaner and work under direct supervision.

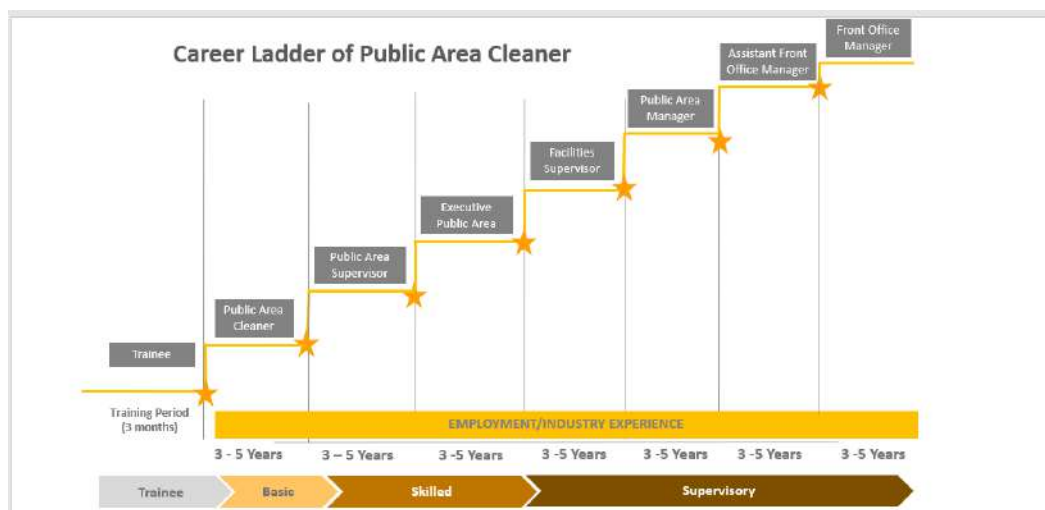
4. ENTRY REQUIREMENTS

The specific of the qualifications are not limited to the list provided:

- Minimum age of 18 years old;
- Basic reading, writing and counting;
- Able to communicate in Bahasa Melayu and basic English;
- Declaration of any disabilities.

5. COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION

| | |
|-------------------|-----------------------|
| SECTOR | Hospitality & Tourism |
| SUB-SECTOR | Hotel Housekeeping |
| OCCUPATION | Public Area Cleaner |
| LEVEL 5 | TBA |
| LEVEL 4 | TBA |
| LEVEL 3 | TBA |
| LEVEL 2 | TBA |
| LEVEL 1 | Public Area Cleaner |



6. AWARD OF CERTIFICATE

This section will guide the process of awarding certificate for every training course conducted by an approved training organisation to ensure the consistency. The guidelines are as follows:

6.1 Certificate of Competence

In order to award Certificate of Competence by an awarding body, Statement of Competence need to be issued by the training organisation after the completion of the course.

The statement of competence should include the following but is not limited to:

- Training organisation's name;
- Course title or competency assessment title;
- Candidate's name;
- Assessment date(s) and training date(s);
- Expiry date;
- Unique Certificate Number;
- Instructor's/Trainer's Name and Signature;
- Assessor's Name and Signature and
- Optional but not required
 - Training Organisation's managing director Name and Signature.

Training organisations are encouraged to inform all concerned including employers and candidates that such Certificates shall not be used as reference of a person's competency or aptitude.

Each certificate awarded to a successful candidate must indicate that the candidate has been assessed and has met the required Learning Outcomes.

PART 2 COMPETENCE STANDARDS

1. COMPETENCY PROFILE CHART (CPC)

| Unit of Competency Category | Competence Unit Code | Competence Unit Title |
|-----------------------------|----------------------|---|
| Generic | HT-GEN-01-01 | Work Effectively with Colleagues and Customers |
| | HT-GEN-01-06 | Work in Socially Diverse Environment |
| | HT-GEN-01-07 | Implement Occupational Health and Safety Procedure |
| | HT-GEN-01-02 | Comply with Workplace Hygiene Procedures |
| | HT-GEN-01-08 | Maintain Hospitality Industry Knowledge |
| | HT-GEN-01-11 | Perform Basic Clerical Procedures |
| | HT-GEN-01-09 | Communicate Effectively on the Telephone |
| | HT-GEN-01-15 | Manage and Resolve Conflict Situations |
| | HT-GEN-01-03 | Speak English at a Basic Operational Level |
| Specialised | HT-PAC-SPE-01-01 | Clean Public Areas, Facilities and Equipment |
| | HT-PAC-SPE-01-02 | Provide a Lost and Found Facility |
| | HT-PAC-SPE-01-03 | Clean and Maintain Industrial Work Area and Equipment |

**It is mandatory to include Melayu Islam Beraja and Islamic Religious Knowledge/Islamic Value in Customer Service*

1.1 Generic

DUTY: 1. Work Effectively with Colleagues and Customers

| Skill Areas/ Competence | Competence Elements |
|---|---|
| 1.1 Communicate Effectively | 1.1.1 Relay information in a clear and concise manner |
| | 1.1.2 Use language and tone appropriate to a particular audience |
| | 1.1.3 Use active listening and questioning |
| | 1.1.4 Identify potential and existing conflicts and seek solutions |
| | 1.1.5 Complete routine workplace documentation accurately in a timely manner |
| 1.2 Establish and Maintain Effective Relationships with Colleagues and Customers | 1.2.1 Meet both internal and external customers' needs and expectations |
| | 1.2.2 Assists to resolve workplace conflicts |
| | 1.2.3 Use formal and informal feedback to identify and implement improvements |
| | 1.2.4 Handle complaints positively, sensitively and politely in consultation |
| | 1.2.5 Maintain a positive and co-operative manner |
| | 1.2.6 Use non-discriminatory attitudes and language |
| 1.3 Work in a Team | 1.3.1 Request or provide assistance |
| | 1.3.2 Provide support to colleagues |
| | 1.3.3 Discuss and resolve problems through agrees and/or accepted processes |
| | 1.3.4 Recognise and accommodate cultural differences |
| | 1.3.5 Identify, prioritise and complete individual task |
| | 1.3.6 Complete routine workplace documentation |

DUTY: 2. Work in A Socially Diverse Environment

| Skill Areas/ Competence | Competence Elements |
|---|--|
| 2.1 Communicate with Customers and Colleagues from Diverse Backgrounds | 2.1.1 Value customers and colleagues |
| | 2.1.2 Take into consideration cultural differences |
| | 2.1.3 Attempt to overcome language barriers |
| | 2.1.4 Obtain assistance from colleagues |
| 2.2 Deal with Cross Cultural Misunderstand ings | 2.2.1 Identify issues |
| | 2.2.2 Address difficulties with the appropriate people |
| | 2.2.3 Consider possible cultural differences when difficulties |
| | 2.2.4 Make efforts to resolve misunderstandings |

| | |
|--|---|
| | 2.2.5 Refer issues and problems to the appropriate team leader/ supervisor |
|--|---|

DUTY: 3. Implement Occupational Health & Safety Procedures

| Skill Areas/ Competence | Competence Elements |
|--|---|
| 3.1 Provide Information on Health and Safety Procedures | 3.1.1 Explain relevant health and safety information |
| | 3.1.2 Make health and safety information accessible to customer |
| 3.2 Implement and Monitor Procedures for Controlling Hazards and Risks | 3.2.1 Follow current in-house workplace hazards and risk control measures |
| | 3.2.2 Identify and report workplace hazards and risks |
| 3.3 Implement and Monitor Health and Safety Training | 3.3.1 Identify health and safety training needs |
| 3.4 Maintain Health and Safety Records | 3.4.1 Complete records accurately in accordance to operating procedures |
| 3.5 Identify and Understand Hazard Sign | 3.5.1 Recognize standard hazard sign on chemical and equipment |

DUTY: 4. Comply with Workplace Hygiene Procedures

| Skill Areas/ Competence | Competence Elements |
|--|--|
| 4.1 Follow Hygiene Procedures | 4.1.1 Identify relevant workplace hygiene procedures |
| | 4.1.2 Identify enterprise standards and legislated requirements that apply to relevant workplace hygiene procedures |
| | 4.1.3 Follow workplace hygiene procedures |
| | 4.1.4 Maintain tidy and hygienic office and front of house services area |
| 4.2 Identify and Prevent Hygiene Risks | 4.2.1 Identify personal, environmental and other risk |
| | 4.2.2 Take action to ensure facilities are available to guests and staff to maintain a safe and hygienic front office area |

DUTY: 5. Maintain Hospitality Industry Knowledge

| Skill Areas/ Competence | Competence Elements |
|----------------------------|---------------------|
|----------------------------|---------------------|

| | |
|---|--|
| 5.1 Seek Information on The Hospitality Industry | 5.1.1 Identify and access sources of information on the hotel and travel industries |
| | 5.1.2 Obtain information on the hotel and travel industries |
| | 5.1.3 Use knowledge of the hotel and travel industries in the correct context |
| | 5.1.4 Use information on other industries to enhance quality of work performance |
| 5.2 Source and Apply Information on Legal and Ethical Issues for the Hospitality Industry | 5.2.1 Use information on legal issues and ethical issues |
| | 5.2.2 Conduct day-to-day hospitality industry activities |
| 5.3 Update Hospitality Industry Knowledge | 5.3.1 Identify and use a range of opportunities to update general knowledge of the hotel and travel industries |
| | 5.3.2 Share updated knowledge with customers and colleagues |

DUTY: 6. Perform Basic Clerical Procedures

| Skill Areas/ Competence | Competence Elements |
|------------------------------------|---|
| 6.1 Process Office Documents | 6.1.1 Process documents with appropriate office equipment |
| | 6.1.2 Identify and rectify and/or report malfunctions promptly |
| | 6.1.3 Use office equipment to process documents |
| 6.2 Draft Correspondence | 6.2.1 Write text using clear and concise language |
| | 6.2.2 Text is without spelling, punctuation and/or grammatical errors |
| | 6.2.3 Check information for accuracy prior to sending |
| 6.3 Maintain Documents Systems | 6.3.1 File/store documents |
| | 6.3.2 Modify and/or update records management systems |

DUTY: 7. Communicate Effectively on the Telephone

| Skill Areas/ Competence | Competence Elements |
|---|---|
| 7.1 Respond to Incoming Telephone Calls | 7.1.1 Answer calls promptly, in an appropriate manner |
| | 7.1.2 Offer friendly assistance to the caller, and accurately establish the purpose of the call |
| | 7.1.3 Repeat call details to the caller |
| | 7.1.4 Answer caller enquiries promptly, or transfer caller to the appropriate location/person |

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|--------------------------|--|
| | 7.1.5 Record caller requests accurately and pass on to the appropriate department/person for follow-up |
| | 7.1.6 Relay messages accurately to the nominated person within designated timelines |
| | 7.1.7 Report threatening or suspicious phone calls promptly to the appropriate person |
| | 7.1.8 Use language, tone and volume appropriate to phone calls |
| 7.2 Make Telephone Calls | 7.2.1 Obtain correct telephone numbers |
| | 7.2.2 Establish clearly the purpose of the call prior to calling |
| | 7.2.3 Use telephone equipment correctly in order to establish contact |
| | 7.2.4 Communicate clearly your name, company and reason for calling |
| | 7.2.5 Be polite and courteous at all times |

DUTY: 8. Manage and Resolve Conflict Situations

| Skill Areas/ Competence | Competence Elements |
|---|--|
| 8.1 Respond to Complaints | 8.1.1 Handle complaints sensitively, courteously and discretely |
| | 8.1.2 Take responsibility for resolving complaint/s |
| | 8.1.3 Handle complaints in accordance with enterprise procedures |
| 8.2 Identify and Manage Conflict Situations | 8.2.1 Identify potential for conflict quickly and take appropriate action |
| | 8.2.2 Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance |
| 8.3 Resolve Conflict Situations | 8.3.1 take responsibility for finding a solution to the conflict situations |
| | 8.3.2 Manage conflict by applying effective communication skills and anger management techniques |
| | 8.3.2 Use conflict resolution skills to manage the conflict situation and develop solutions |

DUTY: 9. Speak English at a Basic Operational Level

| Skill Areas/ Competence | Competence Elements |
|---|---|
| 9.1 Participate in Simple Conversations on Familiar Topics with Work Colleagues | 9.1.1 Use and respond appropriately to opening comments |
| | 9.1.2 Comment on familiar topics |
| | 9.1.3 Talk about a past event |
| | 9.1.4 Use closing remarks appropriately to end the conversation |

| | |
|---|---|
| 9.2 Respond to Simple Verbal Instructions or Requests | 9.2.1 Confirm understanding of supervisor's instructions or requests |
| | 9.2.2 Request repetition or clarification of instructions or requests |
| 9.3 Make Simple Requests | 9.3.1 Use polite forms to make simple requests |
| | 9.3.2 Thank the person responding to request |
| | 9.3.3 Acknowledge the person who cannot respond to request |
| 9.4 Describe Routine Procedures | 9.4.1 Explain a sequence of events in carrying out a routine job |
| | 9.4.2 Describe exceptions to routine procedures |
| | 9.4.3 Make suggestions on how to improve routine procedures |
| 9.5 Express Likes, Dislikes and Preferences | 9.5.1 Talk about likes and dislikes of familiar topics and situations |
| | 9.5.2 Discuss preferences and give reasons |
| 9.6 Identify Different Forms of Expression in English | 9.6.1 Construct a formal sentence |
| | 9.6.2 Identify indicators of informal expressions in English |
| | 9.6.3 Differentiate between 'open-ended' and 'closed' questions |

1.2 Specialised

DUTY: 1. Clean Public Areas, Facilities and Equipment

| Skill Areas/ Competence | Competence Elements |
|---|---|
| 1.1 Apply leather upholstery cleaning techniques | 1.1.1 Assess leather upholstery to be cleaned |
| | 1.1.2 Select appropriate equipment and chemicals as per SOP |
| | 1.1.3 Prepare work site |
| | 1.1.4 Clean upholstery |
| | 1.1.5 Tidy work site |
| | 1.1.6 Clean, check and store equipment and chemicals |
| 1.2 Apply fabric upholstery cleaning techniques | 1.2.1 Assess fabric upholstery to be cleaned |
| | 1.2.2 Select appropriate equipment and chemicals as per SOP |
| | 1.2.3 Prepare work site |
| | 1.2.4 Clean upholstery |
| | 1.2.5 Tidy work site |
| | 1.2.6 Clean, check and store equipment and chemicals |
| 1.3 Apply glass surfaces cleaning techniques | 1.3.1 Assess glass areas to be cleaned |
| | 1.3.2 Select appropriate equipment and chemicals as per SOP |
| | 1.3.3 Prepare work site |
| | 1.3.4 Clean glass areas |
| | 1.3.5 Tidy work site |
| | 1.3.6 Clean, check and store equipment and chemicals |
| 1.4 Apply ceilings, surfaces and fittings cleaning techniques | 1.4.1 Assess ceilings, surfaces and fittings to be cleaned |
| | 1.4.2 Select appropriate equipment and chemicals as per SOP |
| | 1.4.3 Prepare work site |
| | 1.4.4 Clean ceilings, surfaces and fittings |
| | 1.4.5 Tidy work site |
| | 1.4.6 Clean, check and store equipment and chemicals |
| 1.5 Apply wet area cleaning techniques | 1.5.1 Assess wet areas to be cleaned |
| | 1.5.2 Select appropriate equipment and chemicals as per SOP |
| | 1.5.3 Prepare work site |
| | 1.5.4 Clean wet areas |
| | 1.5.5 Tidy work site |
| | 1.5.6 Clean, check and store equipment and chemicals |
| 1.6 Apply pressure | 1.6.1 Assess areas to be pressure washed |
| | 1.6.2 Select appropriate equipment and chemicals as per SOP |

| | |
|--|--|
| washing techniques | 1.6.3 Prepare work site |
| | 1.6.4 Clean areas using pressure washer |
| | 1.6.5 Tidy work site |
| | 1.6.6 Clean, check and store equipment and chemicals |
| 1.7 Apply high level cleaning techniques | 1.7.1 Assess high level areas to be cleaned |
| | 1.7.2 Select appropriate equipment and chemicals |
| | 1.7.3 Prepare work site |
| | 1.7.4 Clean high level areas |
| | 1.7.5 Tidy work site |
| | 1.7.6 Clean, check and store equipment and chemicals |

DUTY: 2. Provide a Lost and Found Facility

| Skill Areas/ Competence | Competence Elements |
|---|---|
| 2.1 Deal with lost and found items | 2.1.1 Check items for safety and legality and take appropriate action |
| | 2.1.2 Record found items |
| | 2.1.3 Record items reported lost |
| | 2.1.4 Tag the found item |
| | 2.1.5 Store the found item appropriately |
| | 2.1.6 Notify owner, if known |
| | 2.1.7 Notify internal establishment staff to facilitate return of found item to owner |
| 2.2 Deal with claims for lost and found items | 2.2.1 Assist claimant to identify lost property |
| | 2.2.2 Verify ownership of property claimed |
| | 2.2.3 Obtain identification from owner |
| | 2.2.4 Complete lost and found register |
| | 2.2.5 Assist claimants to claim lost items |
| 2.3 Deal with unclaimed items | 2.3.1 Comply with establishment policies |
| | 2.3.2 Comply with legal obligations |
| | 2.3.3 Remove items from storage and complete lost and found register to record movement and disposal of items |

DUTY: 3. Clean and Maintain Industrial Work Area and Equipment

| Skill Areas / Competence | Competencies Elements |
|---------------------------------------|--|
| 3.1 Identify cleaning and maintenance | 3.1.1 Identify work areas to be cleaned and maintained |
| | 3.1.2 Identify work equipment to be cleaned and maintained |
| | 3.1.3 Identify and locate instructions in relation to cleaning and |

| | |
|--|--|
| requirements | maintenance |
| 3.2 Clean Industrial work areas | 3.2.1 Assess area to be clean |
| | 3.2.2 Select appropriate cleaning equipment and chemicals as per SOP |
| | 3.2.3 Select the protective clothing and equipment to be used as per SOP |
| | 3.2.4 Prepare the area |
| | 3.2.5 Undertake the selected cleaning process |
| | 3.2.6 Dispose of waste |
| | 3.2.7 Return area to operational condition |
| | 3.2.8 Clean, check and store cleaning equipment and chemicals |
| 3.3 Clean Industrial work equipment | 3.3.1 Assess suitability of equipment for cleaning |
| | 3.3.2 Select appropriate cleaning equipment and chemicals as per SOP |
| | 3.3.3 Select the protective clothing and equipment to be used as per SOP |
| | 3.3.4 Prepare equipment for cleaning |
| | 3.3.5 Clean equipment as identified |
| | 3.3.6 Tidy work site |
| | 3.3.7 Dispose of waste |
| | 3.3.8 Clean, check and store cleaning equipment and chemicals |
| 3.4 Maintain Industrial work areas and equipment | 3.4.1 Identify maintenance tasks to be undertaken |
| | 3.4.2 Perform maintenance tasks, as required |
| | 3.4.3 Report problems and faults that require additional attention |
| | 3.4.4 Store maintenance items and equipment |
| | 3.4.5 Perform required administrative tasks |
| | 3.4.6 Assist in special projects |
| | 3.4.7 Liaise with external contractors |

2. COMPETENCY STANDARDS

2.1 Generic

| Duty | 1. Work Effectively with Customer and Colleagues |
|-----------------------------|---|
| Competence | Performance Criteria |
| 1.1 COMMUNICATE EFFECTIVELY | <ol style="list-style-type: none"> 1. Relay information in a clear and concise manner using <i>appropriate communication techniques</i> 2. Use <i>language and tone appropriate</i> to a particular audience, purpose and situation, taking into account the relevant factors involved 3. Use active listening and questioning to facilitate effective two-way communication with others 4. Identify potential and existing <i>conflicts</i> and seek solutions in conjunction with all involved parties 5. Complete routine <i>workplace documentation</i> accurately in a timely manner <p><u>Range</u></p> <p><i>Appropriate communication techniques:</i></p> <ul style="list-style-type: none"> ▪ the use of active listening ▪ the use of both open and closed questions ▪ speaking clearly and concisely ▪ using appropriate language and tone of voice ▪ being attentive ▪ maintaining eye contact in face-to-face interactions ▪ the use of appropriate non-verbal communication in face- to-face interactions, e.g. body language, attention and personal presentation <p><i>Appropriate language and tone:</i></p> <ul style="list-style-type: none"> ▪ using simple, concise language that can be easily understood by the audience ▪ using appropriate tone, e.g. not patronising, not too loud, not too soft, not yelling, not angry, etc. <p><i>Conflicts:</i></p> <ul style="list-style-type: none"> ▪ group conflict ▪ conflict with individuals ▪ conflict with co-workers <p><i>Workplace documentation:</i></p> <ul style="list-style-type: none"> ▪ letters ▪ memos ▪ faxes ▪ emails ▪ invoices and purchase orders |

| | |
|---|--|
| <p>1.2 ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH COLLEAGUES AND CUSTOMERS</p> | <ol style="list-style-type: none"> 1. Meet both <i>internal customers'</i> and <i>external customers'</i> needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames. 2. Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes 3. Maintain a positive and co-operative manner 4. <i>Non-discriminatory attitudes and language</i> are used when interacting with customers, staff and management consistently <p><u>Range</u></p> <p><i>Internal customers:</i></p> <ul style="list-style-type: none"> ▪ colleagues working in another department ▪ team members ▪ supervisor or managers. <p><i>External customers:</i></p> <ul style="list-style-type: none"> ▪ suppliers ▪ people who buy the goods and services the enterprise sells <p><i>Non-discriminatory attitudes and language:</i></p> <ul style="list-style-type: none"> ▪ language in relation to race and ethnicity ▪ not making assumptions about physical or intellectual abilities ▪ the use of non-discriminatory language in relation to the portrayal of people with disabilities ▪ using non-sexist and gender inclusive language. |
| <p>1.3 WORK IN A TEAM</p> | <ol style="list-style-type: none"> 1. Request or provide assistance so that work activities can be completed 2. Provide support to colleagues to ensure achievement of team goals 3. Recognise and accommodate <i>cultural differences</i> within the team 4. Identify, prioritise and complete individual tasks within designated timelines 5. Acknowledge and respond to feedback and information from other team members <p><u>Range</u></p> <p><i>Cultural differences:</i></p> <ul style="list-style-type: none"> ▪ forms of address ▪ levels of formality/informality ▪ non-verbal behaviour ▪ work ethics ▪ personal grooming ▪ family obligations |

| | |
|--|---|
| | <ul style="list-style-type: none"> ▪ recognised holidays ▪ special needs ▪ preferences for personal interactions |
|--|---|

| Duty | 2. Work in A Socially Diverse Environment |
|--|--|
| Competence | Performance Criteria |
| 2.1 COMMUNICATE WITH CUSTOMERS AND COLLEAGUES FROM DIVERSE BACKGROUNDS | <ol style="list-style-type: none"> 1. Value customers and colleagues from different cultural groups and treat them with respect and sensitivity 2. Take into consideration cultural differences in all verbal and non-verbal communication 3. Attempt to overcome language barriers 4. Obtain assistance from colleagues, reference books or outside organisations when required <p><u>Range</u></p> <p>Cultural differences:</p> <ul style="list-style-type: none"> ▪ Forms of address ▪ Levels of formality/informality ▪ Non-verbal behaviour ▪ Work ethics <p>Overcome language barriers:</p> <ul style="list-style-type: none"> ▪ Use simple gestures ▪ Use simple words ▪ Use words in the other person’s language ▪ Describe goods and services simply ▪ Use diagrams or maps to give simple directions <p>Assistance:</p> <ul style="list-style-type: none"> ▪ Co-workers who speak the same language ▪ Interpreter services ▪ Diplomatic services ▪ Supervisors, or managers, or specialist customer service staff within the enterprise. |
| 2.2 DEAL WITH CROSS CULTURAL MISUNDERSTANDINGS | <ol style="list-style-type: none"> 1. Identify issues which may cause conflict or misunderstanding in the workplace 2. Address difficulties with the appropriate people and seek assistance from team leaders or others where required 3. Consider possible cultural differences when difficulties or misunderstandings occur 4. Make efforts to resolve misunderstandings, taking account of cultural considerations <p><u>Range</u></p> <p>Issues:</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> ▪ Competing group, family or personal interests ▪ Power and control issues ▪ Lack of communication ▪ Personality clashes ▪ Cross-cultural issues ▪ Differences between cultural groups ▪ Dissatisfaction in the community ▪ Competing needs <p><i>Misunderstandings in the workplace:</i></p> <ul style="list-style-type: none"> ▪ Speaking too quickly/quietly ▪ No visual clues ▪ Poor observation ▪ Poor communication style ▪ Intolerance ▪ Prejudice ▪ Inadequate language skills ▪ Not clarifying or asking questions ▪ Inappropriate body language ▪ Poor understanding of other cultures. <p><i>Resolve misunderstandings:</i></p> <ul style="list-style-type: none"> ▪ Staff training ▪ Utilising staff cultural skills ▪ Employing a variety of communication methods ▪ Knowledge of location of cultural buildings sites and support agencies ▪ Developing an understanding and tolerance of cultural diversity ▪ Overcoming prejudice and assumptions ▪ Utilising non-verbal communication skills ▪ Actively seeking to break down barriers ▪ Refer issues and problems to the appropriate team leader/supervisor for follow up |
|--|---|

| Duty | 3. Implement Occupational Health & Safety Procedures | |
|--|--|-----------------------------|
| Competence | | Performance Criteria |
| 3.1 PROVIDE INFORMATION ON HEALTH AND SAFETY PROCEDURES | <ol style="list-style-type: none"> 1. Explain relevant health and safety information, including enterprise specific details, accurately and clearly to staff 2. Make health and safety information accessible to staff | |
| 3.2 IMPLEMENT AND MONITOR PROCEDURES FOR CONTROLLING HAZARDS AND RISKS | <ol style="list-style-type: none"> 1. Identify and report workplace hazards and risks promptly by maintaining close contact with day-to-day workplace operations 2. Implement and monitor risk control procedures in accordance with enterprise and legal requirements 3. Evaluate and adjust risk control procedures as required | |
| 3.3 IMPLEMENT AND MONITOR HEALTH AND SAFETY TRAINING | <ol style="list-style-type: none"> 1. Identify health and safety training needs through regular workplace monitoring 2. Arrange training interventions as appropriate on a timely basis | |
| 3.4 MAINTAIN HEALTH AND SAFETY RECORDS | <ol style="list-style-type: none"> 1. Complete records accurately in accordance with enterprise and legal requirements 2. Aggregate information and data from work area records are used to identify hazards and monitor risk control procedures in work area | |
| 3.5 IDENTIFY AND UNDERSTAND HAZARD SIGN | <ol style="list-style-type: none"> 1. Recognize standard hazard sign on chemical and equipment | |

| Duty | 4. Comply with Workplace Hygiene Procedures | |
|--|--|-----------------------------|
| Competence | | Performance Criteria |
| 4.1 FOLLOW HYGIENE PROCEDURES | <ol style="list-style-type: none"> 1. Identify relevant workplace hygiene procedures that need to be adhered to 2. Identify enterprise standards and legislated requirements that apply to relevant workplace hygiene procedures 3. Follow workplace hygiene procedures in accordance with enterprise standards and legislated requirements 4. Maintain tidy and hygienic office and front of house service area | |
| 4.2 IDENTIFY AND PREVENT HYGIENE RISKS | <ol style="list-style-type: none"> 1. Identify potential food, personal, environmental and other risks in the workplace promptly 2. Take action to minimise or remove the risk of food contamination within the scope of individual responsibility | |

| Duty | 5. Maintain Hospitality Industry Knowledge |
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| Competence | Performance Criteria |
| <p>5.1 SEEK INFORMATION ON THE HOSPITALITY INDUSTRY</p> | <ol style="list-style-type: none"> 1. Identify and access <i>sources of information</i> on the hotel and travel industries, appropriately and correctly. 2. Obtain information on the hotel and travel industries to assist effective work performance within the industries 3. Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance 4. Obtain information on other industries to enhance quality of work performance <p><u>Range</u> Information:</p> <ul style="list-style-type: none"> ▪ Different sectors of the hospitality industry, their inter-relationships and the services available in each sector ▪ Relationships between tourism and hospitality ▪ Relationships between the hospitality industry and other industries ▪ Industry working conditions ▪ Environmental issues and requirements ▪ Industrial relations issues and major organisations ▪ Career opportunities within the industry ▪ The work ethic required to work in the industry ▪ Industry expectations of staff ▪ Quality assurance. <p><u>Sources of information:</u></p> <ul style="list-style-type: none"> ▪ Media ▪ Reference books ▪ Libraries ▪ Unions ▪ Industry associations ▪ Industry journals ▪ Internet ▪ Information services ▪ Personal observation and experience ▪ Colleagues, supervisors and managers ▪ Industry contacts, mentors and advisors. <p><u>Industries:</u></p> <ul style="list-style-type: none"> ▪ Entertainment ▪ Food production ▪ Wine production ▪ Recreation ▪ Meetings and events ▪ Retail. |

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| <p>5.2 USE INFORMATION ON LEGAL AND ETHICAL ISSUES FOR THE HOSPITALITY INDUSTRY</p> | <ol style="list-style-type: none"> 1. Use information on legal issues and ethical issues to assist effective work performance 2. Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices <p><u>Range</u></p> <p>Legal issues:</p> <ul style="list-style-type: none"> ▪ Consumer Protection ▪ Sales of Goods Act²⁹ ▪ Customs Act ▪ Electronic Transactions Act ▪ Child and Young Act ▪ Intoxicating Substance Act ▪ Registration of Guests Act <p>Ethical issues:</p> <ul style="list-style-type: none"> ▪ Confidentiality ▪ Commission procedures ▪ Overbooking ▪ Pricing ▪ Tipping ▪ Familiarizations ▪ Gifts and services free of charge ▪ Product recommendations. |
| <p>5.3 UPDATE HOSPITALITY INDUSTRY KNOWLEDGE</p> | <ol style="list-style-type: none"> 1. Identify and use a range of opportunities to update general knowledge of the hotel and travel industries 2. Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities. |

| Duty | 6. Perform Basic Clerical Procedures |
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| Competence | Performance Criteria |
| <p>6.1 PROCESS OFFICE DOCUMENTS</p> | <ol style="list-style-type: none"> 1. Process documents with appropriate office equipment in accordance with enterprise procedures and within designated timelines 2. Identify and rectify and/or report malfunctions promptly in accordance with enterprise procedures 3. Use office equipment to process documents <p><u>Range</u></p> <p>Documents:</p> <ul style="list-style-type: none"> ▪ mail, such as incoming and outgoing correspondence, guest mail and courier ▪ files, such as customer records, correspondence, financial records, receipts, invoices and orders |

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| | <ul style="list-style-type: none"> ▪ correspondence, such as letters, facsimiles, memos and reports ▪ menus <p>Process:</p> <ul style="list-style-type: none"> ▪ collating ▪ binding ▪ photocopying ▪ mailing ▪ e-mailing ▪ filing. <p>Office equipment:</p> <ul style="list-style-type: none"> ▪ photocopier ▪ facsimile ▪ computer printer ▪ scanner |
| 6.2 DRAFT CORRESPONDENCE | <ol style="list-style-type: none"> 1. Write text using clear and concise language 2. Text is without spelling, punctuation and/or grammatical errors 3. Check information for accuracy prior to sending |
| 6.3 MAINTAIN DOCUMENT SYSTEMS | <ol style="list-style-type: none"> 1. File/store documents in accordance with enterprise procedures 2. Modify and/or update records management systems in accordance with enterprise procedures |

| Duty | 7. Communicate Effectively on the Telephone |
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| Competence | Performance Criteria |
| 7.1 RESPOND TO INCOMING TELEPHONE CALLS | <ol style="list-style-type: none"> 1. Answer calls promptly, in an appropriate manner in accordance with enterprise standards 2. Offer friendly assistance to the caller, and accurately establish the purpose of the call. 3. Repeat call details to the caller to confirm understanding 4. Answer caller enquiries promptly, or transfer caller to the appropriate location/person 5. Record caller requests accurately and pass on to the appropriate department/person for follow-up 6. Relay messages accurately to the nominated person within designated timelines 7. Report threatening or suspicious phone calls promptly to the appropriate person, in accordance with enterprise procedures 8. Use language, tone and volume appropriate to phone calls <p>Range</p> |

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| | <p>Appropriate manner:</p> <ul style="list-style-type: none"> ▪ Polite language ▪ Appropriate welcoming phrase ▪ Enthusiasm ▪ Friendliness ▪ Willingness to help. <p>Enterprise standards:</p> <ul style="list-style-type: none"> ▪ Appropriate greeting/s ▪ Number of rings call should be answered within ▪ Personal identification ▪ Use of caller's name <p>Offer of assistance if person within organization is unavailable to take the caller's call. Establish the purpose of the call:</p> <ul style="list-style-type: none"> ▪ Asking questions ▪ Listening to information given. <p>Threatening or suspicious phone calls:</p> <ul style="list-style-type: none"> ▪ Bomb threats ▪ Talking about violent acts. <p>Language, tone and volume:</p> <ul style="list-style-type: none"> ▪ Pleasant ▪ Friendly ▪ Easy to understand. |
| <p>7.2 MAKE TELEPHONE CALLS</p> | <ol style="list-style-type: none"> 1. Obtain correct telephone numbers 2. Establish clearly the purpose of the call prior to calling 3. Use telephone equipment correctly in order to establish contact 4. Communicate clearly your name, company and reason for calling 5. Be polite and courteous at all times <p>Range</p> <p>Telephone equipment:</p> <ul style="list-style-type: none"> ▪ Activation system, e.g.: ringing, buzzing, light flashing ▪ Use of speaker button, hand piece or hands-free headset ▪ Placing calls on hold ▪ Transferring calls ▪ Using intercom system to page ▪ Single or multiple lines. |

| Duty | 8. Manage and Resolve Conflict Situations | |
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| Competence | Performance Criteria | |
| 8.1 RESPOND TO COMPLAINTS | <ol style="list-style-type: none"> 1. Handle complaints sensitively, courteously and discreetly 2. Take responsibility for resolving complaint/s 3. Handle complaints in accordance with enterprise Procedures | |
| 8.2 IDENTIFY AND MANAGE CONFLICT SITUATIONS | <ol style="list-style-type: none"> 1. Identify potential for conflict quickly and take appropriate action to prevent escalation 2. Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance. | |
| 8.3 RESOLVE CONFLICT SITUATIONS | <ol style="list-style-type: none"> 1. Take responsibility for finding a solution to the conflict situations within scope of individual responsibility and job role 2. Manage conflict by applying effective communication skills and anger management techniques 3. Use conflict resolution skills to manage the conflict situation and develop solutions | |

| Duty | 9. Speak English at a Basic Operational Level | |
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| Competence | Performance Criteria | |
| 9.1 PARTICIPATE IN SIMPLE CONVERSATIONS ON FAMILIAR TOPICS WITH WORK COLLEAGUES | <ol style="list-style-type: none"> 1. Use and respond appropriately to opening comments 2. Comment on familiar topics 3. Talk about a past event 4. Use closing remarks appropriately to end the conversation | |
| 9.2 RESPOND TO SIMPLE VERBAL INSTRUCTIONS OR REQUESTS | <ol style="list-style-type: none"> 1. Confirm understanding of supervisor's instructions or requests 2. Request repetition or clarification of instructions or requests | |
| 9.3 MAKE SIMPLE REQUESTS | <ol style="list-style-type: none"> 1. Use polite forms to make simple requests 2. Thank the person responding to your request 3. Acknowledge the person who cannot respond to your request | |
| 9.4 DESCRIBE ROUTINE PROCEDURES | <ol style="list-style-type: none"> 1. Explain a sequence of events in carrying out a routine job 2. Describe exceptions to routine procedures 3. Make suggestions on how to improve routine procedures | |
| 9.5 EXPRESS LIKES, DISLIKES AND PREFERENCES | <ol style="list-style-type: none"> 1. Talk about likes and dislikes of familiar topics and situations 2. Discuss preferences and give reasons | |
| 9.6 IDENTIFY DIFFERENT FORMS OF EXPRESSION IN | <ol style="list-style-type: none"> 1. Construct a formal sentence 2. Identify indicators of informal expressions in English 3. Differentiate between 'open-ended' and 'closed' questions | |

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| ENGLISH | |
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2.2 Specialised

| Duty | 1. Clean Public Areas, Facilities and Equipment |
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| Competence | Performance Criteria |
| 1.1 APPLY LEATHER UPHOLSTERY CLEANING TECHNIQUES | <ol style="list-style-type: none"> 1. Assess leather upholstery to be cleaned 2. Select appropriate equipment and chemicals as per SOP 3. Prepare work site 4. Clean upholstery 5. Tidy work site 6. Clean, check and store equipment and chemicals <p>Range Assess leather upholstery:</p> <ul style="list-style-type: none"> ▪ Determining style, condition and coloration ▪ Identifying type of soil ▪ Selecting the most appropriate cleaning techniques, including conducting spot testing |
| 1.2 APPLY FABRIC UPHOLSTERY CLEANING TECHNIQUES | <ol style="list-style-type: none"> 1. Assess fabric upholstery to be cleaned 2. Select appropriate equipment and chemicals 3. Prepare work site 4. Clean upholstery 5. Tidy work site 6. Clean, check and store equipment and chemicals <p>Range Assess fabric upholstery:</p> <ul style="list-style-type: none"> ▪ Identifying type, condition, colour fastness and construction of fabric upholstery ▪ Identifying type of soil ▪ Identifying topical treatment through observation and/or testing ▪ Selecting the most appropriate cleaning techniques, including conducting spot testing |
| 1.3 APPLY GLASS SURFACES CLEANING TECHNIQUES | <ol style="list-style-type: none"> 1. Assess glass areas to be cleaned 2. Select appropriate equipment and chemicals 3. Prepare work site 4. Clean glass areas 5. Tidy work site 6. Clean, check and store equipment and chemicals <p>Range Assess glass areas:</p> <ul style="list-style-type: none"> ▪ Inspecting for faults and defects ▪ Identifying type of soil ▪ Determining type of glass which may include: <ul style="list-style-type: none"> • Coated glass • Frosted glass |

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| | <ul style="list-style-type: none"> • Laminated glass • Ordinary window glass • Textured glass • Treated glass • Tinted glass <ul style="list-style-type: none"> ▪ Selecting the most appropriate cleaning techniques |
| 1.4 APPLY CEILINGS, SURFACES AND FITTINGS CLEANING TECHNIQUES | <ol style="list-style-type: none"> 1. Assess ceilings, surfaces and fittings to be cleaned 2. Select appropriate equipment and chemicals 3. Prepare work site 4. Clean ceilings, surfaces and fittings 5. Tidy work site 6. Clean, check and store equipment and chemicals <p>Range Assess ceilings, surfaces and fittings:</p> <ul style="list-style-type: none"> ▪ Identifying type of ceiling to be cleaned, including flat, suspended or raked; hard or absorbent ▪ Identifying type of surface to be cleaned, such as painted, wood, brick, metal ▪ Identifying fittings to be cleaned, which can include cameras, ceiling fans, lights, smoke detectors, speakers, sprinkler systems, televisions, vents and grilles ▪ Identifying soil type ▪ Selecting the most appropriate cleaning techniques. |
| 1.5 APPLY WET AREA CLEANING TECHNIQUES | <ol style="list-style-type: none"> 1. Assess wet areas to be cleaned 2. Select appropriate equipment and chemicals 3. Prepare work site 4. Clean wet areas 5. Tidy work site 6. Clean, check and store equipment and chemicals <p>Range Assess wet areas:</p> <ul style="list-style-type: none"> ▪ Identifying areas to be cleaned using wet cleaning techniques and confirming suitability for this type of cleaning ▪ Identifying soil type ▪ Confirming condition of the area and of equipment in it to be cleaned ▪ Assessing graffiti damage ▪ Selecting the most appropriate cleaning techniques |
| 1.6 APPLY PRESSURE WASHING TECHNIQUES | <ol style="list-style-type: none"> 1. Assess areas to be pressure washed 2. Select appropriate equipment and chemicals 3. Prepare work site 4. Clean areas using pressure washer 5. Tidy work site 6. Clean, check and store equipment and chemicals |

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| | <p><u>Range</u> <i>Assess areas to be pressure washed:</i></p> <ul style="list-style-type: none"> ▪ Identifying areas to be pressure washed and confirming suitability for this type of cleaning ▪ Identifying soil type ▪ Identifying surface type, including brick, car park, concrete, entertainment seating, external walls, gutters and fascia boards, awnings and facades, painted surfaces, steps and stairwells ▪ Confirming condition of area and/or equipment in it to be cleaned |
| <p>1.7 APPLY HIGH LEVEL CLEANING TECHNIQUES</p> | <ol style="list-style-type: none"> 1. <i>Assess high level areas</i> to be cleaned 2. Select appropriate equipment and chemicals 3. Prepare work site 4. Clean high level areas 5. Tidy work site 6. Clean, check and store equipment and chemicals <p><u>Range</u> <i>Assess high level areas:</i></p> <ul style="list-style-type: none"> ▪ Identifying areas to be cleaned ▪ Analysing optimum method to reach the required height for safe and effective cleaning ▪ Identifying soil type ▪ Selecting the most appropriate cleaning techniques |

| Duty | 2. Provide a Lost and Found Facility | |
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| Competence | Performance Criteria | |
| 2.1 DEAL WITH LOST AND FOUND ITEMS | <ol style="list-style-type: none"> 1. Check items for safety and legality and take appropriate action 2. Record found items 3. Record items reported lost 4. Tag the found item 5. Store the found item appropriately 6. Notify owner, if known 7. Notify internal establishment staff to facilitate return of found item to owner <p>Range</p> <p>Take appropriate action:</p> <ul style="list-style-type: none"> ▪ Reporting any illegal or suspicious items to internal security, management or the authorities ▪ Removing items from the premises ▪ Packaging the items to prevent damage or danger ▪ Handling packages with care ▪ Leaving packages alone <p>Notify internal establishment staff:</p> <ul style="list-style-type: none"> ▪ Contacting front office staff ▪ Contacting concierge ▪ Contacting security ▪ Contacting floor supervisor | |
| 2.2 DEAL WITH CLAIMS FOR LOST AND FOUND ITEMS | <ol style="list-style-type: none"> 1. Assist claimant to identify lost property 2. Verify ownership of property claimed 3. Obtain identification from owner 4. Complete lost and found register 5. Assist claimants to claim lost items <p>Range</p> <p>Ownership of property:</p> <ul style="list-style-type: none"> ▪ Obtaining accurate description of item from claimant ▪ Matching photographs in documents to visual observation of claimant ▪ Sighting ownership documents, including receipts <p>Identification:</p> <ul style="list-style-type: none"> ▪ Sighting driver's license ▪ Sighting passport ▪ Sighting national identification card | |
| 2.3 DEAL WITH UNCLAIMED ITEMS | <ol style="list-style-type: none"> 1. Comply with establishment policies 2. Comply with legal obligations 3. Remove items from storage and complete lost and found register to record movement and disposal of items | |

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| | <p><u>Range</u> <i>Establishment policies:</i></p> <ul style="list-style-type: none">▪ Maximum length of time items are to be kept in storage▪ Items that can be given to finder▪ Items that must be passed on to the authorities |
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| Duty | 3. Clean and Maintain Industrial Work Area and Equipment | |
|--|---|--|
| Competence | Performance Criteria | |
| 3.1 IDENTIFY CLEANING AND MAINTENANCE REQUIREMENTS | <ol style="list-style-type: none"> 1. Identify work areas to be cleaned and maintained 2. Identify work equipment to be cleaned and maintained 3. Identify and locate instructions in relation to cleaning and maintenance <p>Range</p> <p>Work areas:</p> <ul style="list-style-type: none"> ▪ Internal work areas, including offices, foyers, entertainment facilities, kitchen facilities, functions areas and back-of-house facilities ▪ External work areas, including parking areas, maintenance facilities, driveways, footpaths and roofs of buildings | |
| 3.2 CLEAN INDUSTRIAL WORK AREAS | <ol style="list-style-type: none"> 1. Assess area to be clean 2. Select appropriate cleaning equipment and chemicals 3. Select the protective clothing and equipment to be used as per SOP 4. Prepare the area 5. Undertake the selected cleaning process 6. Dispose of waste 7. Return area to operational condition 8. Clean, check and store cleaning equipment and chemicals <p>Range</p> <p>Protective clothing and equipment:</p> <ul style="list-style-type: none"> ▪ Overalls ▪ Jackets ▪ High visibility vests/clothing ▪ Aprons ▪ Safety shoes and boots ▪ Ear muffs and ear plugs ▪ Goggles and masks ▪ Gloves and gauntlets ▪ Waterproof clothing and footwear ▪ Respirators ▪ Headwear, helmets and hair nets ▪ Weather protection <p>Cleaning equipment:</p> <ul style="list-style-type: none"> ▪ Pressure and high pressure washers ▪ Steam cleaners ▪ Ride-on equipment, including scrubber dryers, sweepers and combination units | |

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| | <ul style="list-style-type: none"> ▪ Floor polishers, burnishers and buffers ▪ Portable spotters/extractors ▪ Industrial vacuum cleaners, including wet and dry ▪ Vacuum litter collectors and blowers ▪ High speed surface cleaners ▪ Mops and brooms ▪ Buckets ▪ Cloths and dusters ▪ Pans ▪ Garbage receptacles <p>Chemicals:</p> <ul style="list-style-type: none"> ▪ Acid cleaners and brighteners ▪ Bowl cleaners ▪ Carpet care products ▪ Rust inhibitors, phosphatizers and rinse additives ▪ Detergents of all types and strengths including pre-treatment agents ▪ Emulsion cleaners, including drain cleaners, degreasers ▪ Floor cleaners ▪ Powdered and liquid chemicals ▪ Solvent cleaners ▪ Steam cleaners |
| 3.3 CLEAN INDUSTRIAL WORK EQUIPMENT | <ol style="list-style-type: none"> 1. Assess <i>suitability of equipment</i> for cleaning 2. Select appropriate cleaning equipment and chemicals 3. Select the protective clothing and equipment to be used 4. Prepare equipment for cleaning 5. Clean equipment as identified 6. Tidy work site 7. Dispose of waste 8. Clean, check and store cleaning equipment and chemicals <p>Range</p> <p><i>Suitability of equipment:</i></p> <ul style="list-style-type: none"> ▪ Identifying cleaning techniques to be applied ▪ Identifying access, including timing and physical access elements ▪ Evaluating options ▪ Confirming condition of area to be cleaned ▪ Assessing damage to the area and evaluating its impact on cleaning activities ▪ Reporting issues that need to be addressed by other personnel, including internal and external personnel |
| 3.4 MAINTAIN INDUSTRIAL WORK | <ol style="list-style-type: none"> 1. Identify <i>maintenance tasks</i> to be undertaken 2. Perform maintenance tasks, as required |

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| AREAS AND EQUIPMENT | <p>3. Report problems and faults that require additional attention</p> <p>4. Store maintenance items and equipment</p> <p>5. Perform required administrative tasks</p> <p>6. Assist in special projects</p> <p>7. Liaise with external contractors</p> <p><u>Range</u></p> <p>Maintenance tasks:</p> <ul style="list-style-type: none"> ▪ Routine maintenance tasks ▪ Simple repairs ▪ Painting and re-decorating ▪ Adjustments to equipment to compensate for operational issues and can be identified <p>Report problems and faults:</p> <ul style="list-style-type: none"> ▪ Providing written and verbal reports ▪ Describing the location and type of problem fault, including identification of site/equipment, explaining potential for damage and/or injury, prioritizing need, suggesting action that needs to be taken <p>Special projects:</p> <ul style="list-style-type: none"> ▪ Introduction and installation of new equipment into the workplace ▪ Bringing new equipment on-line ▪ Removing old equipment from the workplace ▪ Participating in scheduled preventative maintenance programs ▪ Participating in major scheduled services |
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PART 3 TRAINING STANDARDS

1. CURRICULUM DESIGN

This section will showcase how the structure of the training will be done and it will be unique to the corresponding occupational structure.

2. TRAINING DELIVERY

2.1. CLASS SIZE (RATIO: TRAINER VS TRAINEES)

- Ratio: Trainer vs. Trainees, Classroom and Practical
- Classroom (Theory) – 1 Trainer: 16 Trainees
- Practical – 1 Trainer: 8 Trainees

2.2. COURSE CONTENT

- 70% Practical and 30% Theory

2.3. EVALUATION

- Training course evaluation/ feedback form should be provided to candidates at the end of the training course.
- The Evaluation process helps the training Organisation to understand the strength and weakness of the training course and identify opportunities to improve the training course for future candidates.
- Industry feedback mechanism must be in place.

2.4. ASSESSMENT

- All training organisations are required to demonstrate the four principles of assessment: (i) Validity (ii) Reliability (iii) Integrity iv) Fairness
- Assessing the competency in terms of course work, practical, written assessment and interview
- Any written assessment shall have a standardized format with clear instructions.
- Multiple Choice Questions (MCQs) shall comprise of selection of four (4) answers provided.
- For Short Answer Questions (SAQs) sufficient space shall be provided for candidates to answer and the mark awarded for each individual question shall be indicated.
- MCQs and SAQs should be kept within separate sections.
- Any training course that is conducted, must as reasonably practicably expose the candidates towards the real working environment (e.g., Groupwork Presentations, Practical sessions, etc.).
- Assessment Packages per program.
- Assessment will be conducted by an independent assessment team comprising 1 independent assessor from an independent RTO, 1 external assessor from the industry and 1 verifier from the awarding

- body.
- The assessment team will be led by the assessor from an independent RTO.

3. TRAINING HOURS

The minimum nominal training hours is 100 hours.

4. TRAINERS QUALIFICATION

- Has a valid recognized training or teaching qualification or a certificate of a qualified trainer (i.e., Certificate of Teaching, Train the Trainer, etc);
- Minimum 3 years of work experience in the relevant field or activity; or
- Have a minimum Higher National Diploma in relevant field and above

5. ASSESSORS QUALIFICATION

- Has a valid recognized assessing or teaching qualification or a certificate of a qualified assessors (i.e., Certificate of Teaching, Train the Assessors, etc); or
- Has a minimum 3 years of work experience in the relevant field or activity; or
- Higher National Diploma and above or relevant industry experience

6. TOOLS, EQUIPMENT AND CONSUMABLES (MATERIALS)

All training providers are also required to provide at their training premises (including classrooms and practice grounds) facilities and equipment which must be maintained to a required standard and in full compliance with applicable laws of Brunei Darussalam and where appropriate, equipment should be routinely tested and inspected in accordance with applicable legislation and standards. This is to ensure that all training premises, facilities and equipment are safe and fit for purpose with suitable levels of hygiene in place*

*Training Standards 1-8: Aligned Requirements amongst SHENA, IBTE and MOE

| TOOLS | | EQUIPMENT | | MATERIAL | |
|--------------------------|----------|--------------------------|----------|---------------|----------|
| Description | Min. Qty | Description | Min. Qty | Description | Min. Qty |
| Broom | 1 | Dry vacuum | 1 | Signage | 1 |
| Mop | 1 | Wet vacuum | 1 | Toilet papers | 2 |
| Mop bucket | 1 | Public Attendant trolley | 1 | Facial Tissue | 2 |
| Dustpan | 1 | Floor blower | 1 | Bin Liners | 2 |
| Rubber Gloves Set | 1 | Scrubbing machine | 1 | | |
| Duster | 1 | | | | |
| Window Glass Cleaner | 1 | | | | |
| Toilet Bowl Disinfectant | 1 | | | | |
| Multi-Purpose | 1 | | | | |

| | | | | |
|-------------------|---|--|--|--|
| Cleaner | | | | |
| Disinfectant | 1 | | | |
| Air Freshener | 1 | | | |
| Toilet Bowl Brush | 1 | | | |
| Door Stopper | 1 | | | |
| Microfiber Towels | 3 | | | |
| Squeegee | 1 | | | |
| Cleaning Sponges | 2 | | | |
| Cleaning Bucket | 1 | | | |
| Vacuum Cleaner | 1 | | | |

7. PERSONAL PROTECTIVE EQUIPMENT (PPE)

Where required, the personal protective equipment (PPE) requirements shall be ascertained and to ensure that each candidate is provided with the same for the duration of the training course. The PPE shall be applicable for the type of course, of suitable standard and be well maintained at all times.

| PPE | | |
|--------------|-----|-------------------------------------|
| Description | Qty | Standards and Specification |
| Facemask | 16 | N95 |
| Gloves | 32 | Non-latex, multiple sizes (S, M,L) |
| Safety Boots | 16 | Rubber, Non slip, without laces |

8. TRAINING FACILITIES

- Classroom
 - Size: minimum 27 m sq. (PBD 12)
 - Proper signage

- Workshop and training grounds
 - Size: where workshop and training grounds minimum size or area is specified.
 - Proper signage

- Basic amenities
 - Basic necessities (not limited to. surau (male and female) toilet (male and female), resting areas, male and female changing room, first aid, etc.) must be provided;

| | | |
|-----------------------------------|--------------------------------|--|
| NO. OF TRAINEES: | 16 | |
| REQUIREMENT SIZE IN: | MIN. SIZE IN METERS (M) | MIN. REQUIREMENT SIZE IN SQ. METERS |
| Building (Permanent) | As approved by ABCi | As approved by ABCi |
| Training Workshop/Area | - | - |
| Storeroom | - | - |
| Classroom | - | 27m |
| GRAND TOTAL IN SQ. METERS: | 27 | |

A**ASSESSOR**

accredited individual authorized to evaluate or assess competencies of a candidate applying for certification.

D**DUTY**

the tasks to be performed by an individual as a regular part of the individual's job.

I**INSTITUTIONAL ASSESSMENT**

an assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module of instructions in given unit of competency or clusters of competencies.

L**LEARNING OUTCOMES**

the set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

O**OCCUPATION**

a set of jobs whose main tasks and duties are characterized by a high degree of similarity.

P

PERFORMANCE CRITERIA

evaluative statements that specify what is to be assessed and the required level of performance or competency.

R

RECOGNITION OF PRIOR LEARNING (RPL)

the process in which the individual's previous learning outside the formal system which contributes to the achievement of current competency/ies can be assessed against the relevant unit of competency and given recognition through the issuance of appropriate certificate.

T

TASK

a discrete, assignable unit of work that has an identifiable beginning and end, containing two or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.

TRAINING STANDARDS

the information and important requirements to consider when designing training programs corresponding to a national qualification; this includes information on curriculum design, training delivery, trainee entry requirements, training tools and equipment, and trainer qualifications.

PART 5 ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

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