



**COMPETENCY STANDARD**

**FOR**

**HOTEL HOUSEKEEPING**

**(TOURISM & HOSPITALITY SECTOR)**

**Skills for Industry Competitiveness and Innovation Program (SICIP)**  
**Finance Division, Ministry of Finance**



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The Competency Standards for **Hotel Housekeeping** is a document for the development of curricula, teaching and learning materials and assessment tools. It also serves as the document for providing training consistent with the requirements of the industry for individuals who pass through the set standard via assessment. Subsequently, they would be qualified and settled for a relevant job.

The document was developed under the Skills for Employment Investment Program (SEIP) and subsequently reviewed and updated with the engagement of occupation-specific industry experts to use in training under the **Skills for Industry Competitiveness and Innovation Program (SICIP)**. This document is owned by the Finance Division of the Ministry of Finance of the People's Republic of Bangladesh.

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## INTRODUCTION:

The Skills for Industry Competitiveness and Innovation Program (SICIP) has the overall objective of developing a skilled workforce adept at handling new technologies, especially for emerging industries in Bangladesh. It will expand skills training and strengthen the development of the training ecosystem to address the skills requirements of the SICIP-selected industry sectors. The program aims to (i) increase the technology-oriented skilled workforce across emerging and priority sectors, (ii) promote inclusive skilling and upskilling opportunities for women and socially disadvantaged groups, (iii) incentivize industry-university partnerships to nurture innovation capacity and improve industry competitiveness, and (iv) foster skills for climate-resilient manufacturing processes and green technologies. The program is expected to benefit about 220,000 new and existing workers over a 6-year implementation period from 2024-2029.

The SICIP Program has, therefore, taken the initiative to enhance the employability and productivity of trainees by implementing market-responsive and job-focused training programs through public and private training providers. This will require the development of competency standards for each of the occupations/trades which will provide a structured framework in the learning process to guide training providers, ensure consistent training quality, and create an alignment between the skills provided by the training institutes and the needs of the industry.

This competency standard is therefore developed to improve skills following the job roles and skill sets of the occupation and ensure that the required skills are aligned with industry requirements.

**The Competency Standard also suggests integration of YouTube or similar platforms or downloaded clips into classroom practice to ensure simulated creation of the contents so that learners are exposed to visual demonstrations before classroom instruction or practical session, which aligns with modern learning preference and supports flipped classroom models.**

The document details the format, sequencing, wording, and layout of the Competency Standard for an occupation which comprises Units of Competence and its corresponding Elements.

## OVERVIEW:

A **Competency Standard** is a written specification of the knowledge, skills and attitudes required for the performance of a job or occupation or trade corresponding to the standard of performance required in the workplace.

Competency standard:

- provides a consistent and reliable set of components for training, recognizing, and assessing people's skills, and may also have optional support materials.
- enables industry-recognized qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training that suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

Competency Standard has been reviewed and updated by a working group comprised of occupation-specific experts from the industry/institution and relevant consultants of SICIP.

Competency Standards describe the skills, knowledge, and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards, assessment and training may be conducted at the workplace, at training organization, during regular work, or through work experience, work placement, work simulation or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of Competency are documented in a standard format that comprises:

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts from Hospitality industry in consultative workshop.

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

- An overview of all Units of Competence for the occupation and their corresponding duration required for completion of training.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide, and Assessment Evidence Guide.

**Units & Elements at a glance:****Generic Competencies (40 hrs.)**

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
SICIP-TH-HK-01-G	Apply Occupational Safety and Health (OSH) Practices at Workplace	<ol style="list-style-type: none"><li>1. Identify, control and report OSH hazards</li><li>2. Conduct work safely</li><li>3. Follow emergency response procedures</li><li>4. Maintain and improve health and safety in the workplace</li></ol>	10
SICIP-TH-HK-02-G	Receive and Respond to Workplace Instructions	<ol style="list-style-type: none"><li>1. Interpret and follow verbal Instructions</li><li>2. Read and Interpret Workplace Documents</li><li>3. Receive and follow written instructions</li></ol>	10
SICIP-TH-HK-03-G	Work in a team environment	<ol style="list-style-type: none"><li>1. Identify team goals and processes</li><li>2. Communicate and cooperate with team members</li><li>3. Work as a team member</li><li>4. Solve problems as a team member</li></ol>	10
SICIP-TH-HK-04-G	Manage Personal and Professional Development	<ol style="list-style-type: none"><li>1. Interpret personal development skills</li><li>2. Set and meet self-development priorities.</li><li>3. Maintain professional growth and development.</li></ol>	10
<b>Total Hour</b>			<b>40</b>

**Sector Specific Competencies (30 hrs.)**

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
SICIP-TH-HK-01-S	Work in the Tourism and Hospitality Industry	<ol style="list-style-type: none"><li>1. Identify job roles and responsibilities in the tourism and hospitality industry</li><li>2. Work with others</li></ol>	10
SICIP-TH-HK-02-S	Follow Workplace Hygiene Procedure	<ol style="list-style-type: none"><li>1. Perform personal hygiene and well grooming standards</li><li>2. Identify and prevent hygiene risks</li></ol>	10
SICIP-TH-HK-03-S	Provide Effective Guest Service	<ol style="list-style-type: none"><li>1. Greet guests</li><li>2. Identify guest's needs</li><li>3. Deliver service to guests</li><li>4. Handle queries through telephone and internet service</li><li>5. Handle complaints, evaluation and resolve</li></ol>	10
<b>Total Hour</b>			<b>30</b>

### Occupation Specific Competencies (290 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SICIP-TH-HK-01-O	Clean Premises and Equipment	<ol style="list-style-type: none"> <li>1. Prepare for work</li> <li>2. Clean dry and wet areas</li> <li>3. Perform special cleaning periodically</li> <li>4. Maintain and store equipment and chemicals</li> </ol>	60
SICIP-TH-HK-02-O	Perform Guest Room Preparation	<ol style="list-style-type: none"> <li>1. Prepare for work</li> <li>2. Carry out room making</li> <li>3. Carry out bathroom cleaning</li> <li>4. Collect and deliver guest clothes</li> <li>5. Clean and store trolley and equipment</li> </ol>	70
SICIP-TH-HK-03-O	Perform Hotel Housekeeping Services	<ol style="list-style-type: none"> <li>1. Receive and handle guest requirements</li> <li>2. Provide relevant information to guest</li> <li>3. Liaise with other departments</li> <li>4. Identify and store 'lost and found' items</li> </ol>	90
SICIP-TH-HK-04-O	Carry out Laundry Services	<ol style="list-style-type: none"> <li>1. Prepare for laundry work</li> <li>2. Perform laundry services</li> <li>3. Perform post laundry services</li> </ol>	70
<b>Total Hours</b>			<b>=SUM(ABOVE) 290 Hrs.</b>
<b>Total Learning Hours</b>			<b>360 Hrs.</b>

## COMPETENCY STANDARD: HOTEL HOUSE KEEPING

### Generic Competencies

<b>Unit of Competency:</b> <b>APPLY OCCUPATIONAL SAFETY AND HEALTH (OSH) PRACTICES AT WROKPLACE</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SICIP-TH-HK-01-G
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required to apply occupational safety and health (OSH) practices at workplace. It specifically includes the task of identifying, controlling and reporting OSH hazards, conducting work safety, following emergency response procedures and maintaining and improving health and safety in the workplace.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify, control and report OSH hazards	1.1 Work area is routinely checked for Occupational Safety and Health (OSH) hazards prior to commencing and during work. 1.2 <b><u>Hazards</u></b> are identified and corrective actions are taken within the level of responsibility. 1.3 OSH hazards and incidents are reported to appropriate personnel according to workplace procedures. 1.4 <b><u>Safety signs and symbols</u></b> are identified and followed. 1.5 <b><u>Preventive Control Measures</u></b> are identified in accordance with OSH work standards.
2. Conduct work safely	2.1 OSH practices are applied in the workplace. 2.2 <b><u>Personal Protective Equipment (PPE)</u></b> are used.
3. Follow emergency response procedures	3.1 Emergency situations are identified and reported according to workplace requirements. 3.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures. 3.3 <b><u>Workplace procedures</u></b> for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities.
4. Maintain and improve health and safety in the workplace	4.1 Risks are identified and appropriate control measures are implemented in the workplace. 4.2 Recommendations arising from risk assessments are implemented within level of responsibility. 4.3 Safety records are maintained according to <b><u>company policies</u></b> .

### Range of variables:

Variables	Range (may include but not limited to)
1. Hazards	1.1 OSH incidents: near misses, injuries, illnesses, property damage, noise, handling hazardous substances. 1.2 Biological hazards: bacteria, viruses, plants, parasites, mites, molds, fungi, insects 1.3 Chemical hazards: dusts, fibres, mists, fumes, smoke, gasses and vapours 1.4 Ergonomics Hazards 1.5 Physiological factors: monotony, personal relationship, work out cycle 1.6 Safety hazards (unsafe workplace condition): confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris 1.7 Unsafe workers' act, Smoking in off-limited areas, Substance and alcohol abuse at work 1.8 Working with and near moving equipment, load shifting equipment. 1.9 Broken or damaged equipment or materials.
2. Safety signs and symbols	2.1 Direction signs (exit, emergency exit, etc.) 2.2 First aid signs 2.3 Danger Tags 2.4 Hazard signs 2.5 Safety tags 2.6 Warning signs
3. Preventive Control Measures	3.1 Elimination of the hazard 3.2 Get rid of the dangerous machine 3.3 Isolation from the hazard (keeping the machine in a closed room, barricade an unsafe area off) 3.4 Substitution of the hazard with a safer alternative 3.5 Replacement of the machine with a safer one 3.6 Use of administrative control to reduce the risk 3.7 Trainings on how to use equipment safely 3.8 Issuance of warning signages 3.9 Usage of engineering controls to reduce the risk 3.10 Use of personal protective equipment 3.11 Safety, Health and Work Environment Evaluation 3.12 Periodic medical examinations of workers
4. Personal Protective Equipment (PPE)	4.1 Apron 4.2 Goggles 4.3 Ear muffs 4.4 Gloves 4.5 Clothing

	<ul style="list-style-type: none"> <li>4.6 Safety shoes</li> <li>4.7 Face Protection (Musk)</li> <li>4.8 Scarf</li> <li>4.9 Hair Net/cap/bonnet</li> </ul>
5. Workplace Procedures	<ul style="list-style-type: none"> <li>5.1 Fire fighting</li> <li>5.2 Medical and first aid</li> <li>5.3 Evacuation</li> <li>5.4 Material Safety Data Sheets (MSDSs)</li> <li>5.5 Manufacturers' advice.</li> </ul>
6. Company policies	<ul style="list-style-type: none"> <li>6.1 Job related Standard Operating Procedures (SOPs).</li> <li>6.2 Occupational Health and Safety (OSH) procedures.</li> <li>6.3 Consultation and participation</li> <li>6.4 Emergency response to specific hazards</li> <li>6.5 Incident investigation</li> <li>6.6 Risk assessment and reporting arrangement</li> </ul>

### Curricular Content Guide

1. Underpinning knowledge	<ul style="list-style-type: none"> <li>1.1 OSH Workplace Policies and Procedures.</li> <li>1.2 Work safety procedures.</li> <li>1.3 Fire and emergency procedures.</li> <li>1.4 Types of Hazards (Biological, Chemical and Physical) and their effects.</li> <li>1.5 PPE types and uses.</li> <li>1.6 Personal hygiene practices.</li> <li>1.7 OSH awareness.</li> <li>1.8 Steps of hazard identification.</li> <li>1.9 Principles of hazards control.</li> <li>1.10 Record keeping procedures.</li> </ul>
2. Underpinning skill	<ul style="list-style-type: none"> <li>2.1 Identifying OSH policies and procedures.</li> <li>2.2 Following personal work safety practices.</li> <li>2.3 Reporting hazards and risks.</li> <li>2.4 Responding to emergency procedures.</li> <li>2.5 Maintaining physical well-being in the workplace.</li> <li>2.6 Identify tools and equipment related to OSH.</li> <li>2.7 Maintaining safety records.</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety</li> <li>3.2 Promptness in carrying out activities</li> <li>3.3 Sincere and honest to duties</li> <li>3.4 Environmental concerns</li> <li>3.5 Eagerness to learn</li> <li>3.6 Tidiness and timeliness</li> </ul>

	<p>3.7 Communicate with peers and seniors in workplace</p> <p>3.8 Respect to rights of peers and seniors in workplace</p>
4. Resource implications	<p>The following resources must be provided:</p> <p>4.1 Workplace (actual or simulated).</p> <p>4.2 Tools and equipment appropriate to workplace.</p> <p>4.3 All materials relevant to the proposed activity.</p> <p>4.4 Documentation required.</p> <p>4.5 Relevant specifications or work instructions.</p>

### Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Used Personal Protective Equipment (PPE).</p> <p>1.2 Identified hazards.</p> <p>1.3 Took corrective action of different hazards.</p> <p>1.4 Took corrective action for emergency procedure.</p> <p>1.5 Reported emergency situation to the Supervisor/ Manager.</p> <p>1.6 Satisfied requirements mentioned in the performance criteria and range of variables.</p>
2. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>2.1 Written test</p> <p>2.2 Practical Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Portfolio (Optional)</p>
3. Context of assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</p>

<b>Unit of Competency:</b> <b>RECEIVE AND RESPOND TO WORKPLACE INSTRUCTIONS</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SICIP-TH-HK-02-G
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required to receive and respond to workplace communication. It specifically includes the task of interpreting and following verbal instructions, reading and interpreting workplace documents, receiving and following written instructions and attending meetings and providing inputs.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Interpret and follow verbal Instructions	1.1 Verbal Instructions are interpreted. 1.2 Questions are asked to clarify understanding or obtaining more information. 1.3 Instructions are followed as per understanding. 1.4 Information/instruction is recorded.
2. Read and Interpret Workplace Documents	2.1 <b><u>Workplace documents</u></b> are read and interpreted in accordance with <b><u>workplace guidelines</u></b> . 2.2 Work <b><u>signage</u></b> is interpreted.
3. Receive and follow written instructions	3.1 Written instructions are interpreted. 3.2 Routine written instructions are followed in sequence. 3.3 Feedback is given to workplace supervisor based on workplace guidelines.
4. Attend meetings and provide inputs	4.1 Meetings are attended regularly and on time following well-disseminated agenda. 4.2 Proper Communication methods are used to transmit instructions. 4.3 Appropriate non-verbal <b><u>communication</u></b> is used. 4.4 Inputs are provided consistent with the meeting purpose. 4.5 Opinions are expressed without interruption. 4.6 Meeting outputs are implemented.

### Range of variables:

<b>Variables</b>	<b>Range</b> (may include but not limited to)
1. Workplace documents	1.1 Supervisor's/Manager's Instructions sheets 1.2 Memoranda 1.3 Rules and Regulations 1.4 Signage

	1.5 Approved work plan 1.6 External communications
2. Workplace guidelines	2.1 Labor Policies and Guidelines 2.2 Written Instructions sheets 2.3 Operations Manual 2.4 Organizational Manuals 2.5 Quality Assurance Handbook
3. Signage	3.1 On-site direction signs 3.2 Common site warnings 3.3 Location signs 3.4 Traffic signs
4. Communication	4.1 Verbal instructions 4.2 Written instructions 4.3 Online communication

### Curricular Content Guide

1. Underpinning knowledge	1.1 Workplace documents and guideline. 1.2 Workplace Communication Policies, Standards and Procedures. 1.3 Signage 1.4 Verbal and Non-verbal communication. 1.5 Modes of Communication.
2. Underpinning skill	2.1 Receiving verbal instructions 2.2 Interpreting verbal and written information/instruction 2.3 Conveying instructions using verbal and written forms of communication 2.4 Participating in work place meetings and discussions 2.5 Providing inputs to the meetings
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincerity and honesty to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect to rights of peers and seniors in workplace
4. Resource implications	The following resources must be provided: 4.1 Workplace (actual or simulated). 4.2 Telephone. 4.3 Writing materials. 4.4 Relevant materials and equipment.

### Assessment Evidence Guide

1. Critical aspects of competency	Assessment required evidence that the candidate:
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	<p>1.1 Demonstrated knowledge of workplace procedures in receiving, interpreting read verbal &amp; written instruction and conduct communication.</p> <p>1.2 Satisfied the requirements mentioned in the performance criteria and range of variables.</p>
2. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>2.1 Written test</p> <p>2.2 Practical Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Portfolio (Optional)</p>
3. Context of assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</p>

<b>Unit of Competency:</b> <b>WORK IN A TEAM ENVIRONMENT</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SICIP-TH-HK-03-G
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitudes required to work in a team environment. It specifically includes the task of identifying team goals and processes, communicating and cooperating with team members, working and solving problems as a team member.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Identify team goals and processes	1.1 Team goals and collaborative decision-making processes are identified. 1.2 Role and common goals of the team are defined from available <b><u>sources of information</u></b> . 1.3 Team structure, responsibilities and reporting relations are identified from team discussions and other external sources.
2. Communicate and cooperate with team members	2.1 Communication and negotiation skills are applied and maintained in all relevant situations. 2.2 Constructive contributions are made to <b><u>workplace discussions</u></b> on such issues as production, quality and safety. 2.3 Goals/objectives and action plans undertaken in the workplace are communicated promptly. 2.4 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 2.5 Dialogue is initiated with appropriate personnel. 2.6 Communication problems and issues are raised 2.7 Barriers to communication are identified and resolved
3. Work as a team member	3.1 Effective forms of communication are used to interact with <b><u>team members</u></b> in discussing team activities and objectives. 3.2 Mutual respect, empathy and active collaboration are demonstrated 3.3 Communication channels are followed as per <b><u>workplace context</u></b> .
4. Solve problems as a team member	4.1 Current and potential problems faced by team are identified. 4.2 Problems are investigated and analyzed. 4.3 Potential solutions of problem are identified. 4.4 Recommendations about possible solutions are

	developed, documented, ranked and presented to team members for decision.
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### Range of variables:

Variables	Range (may include but not limited to)
1. Sources of information	1.1 Organizational structures 1.2 Operations Manuals 1.3 Job description 1.4 Standard operating procedures
2. Workplace discussions	2.1 Coordination meetings 2.2 Toolbox discussion 2.3 Peer-to-peer discussion
3. Team members	3.1 Coach/members 3.2 Supervisor/manager 3.3 Peers /colleagues 3.4 Other members/Employee representative of the organization.
4. Workplace context	4.1 National Laws and Statutes 4.2 Standard Operating Procedures 4.3 Workplace Rules and Regulations

### Curricular Content Guide

1. Underpinning knowledge	1.1 Sources of information for team work 1.2 Team structure, role, and responsibility 1.3 Individual member's roles and responsibilities 1.4 Effective verbal communication methods 1.5 Communication flow and reporting structures 1.6 Interpersonal communication skills 1.7 Organization requirements for written and electronic communication methods 1.8 Communication problems and issues 1.9 Barriers in communication 1.10 Team planning 1.11 Team meeting procedures 1.12 Workplace etiquette 1.13 Identify problems faced by team 1.14 Possible solutions develop, document, rank and present.
2 Underpinning skill	2.1 Organizing sources of information 2.2 Identifying the role and responsibility of the team 2.3 Identifying roles and responsibilities of individual members 2.4 Identifying effective verbal communication methods 2.5 Identifying communication flow and reporting structure

	<ul style="list-style-type: none"> <li>2.6 Identifying interpersonal communication skills</li> <li>2.7 Complying with organization requirements for the use of written and electronic communication methods</li> <li>2.8 Participating in team and peer-to-peer discussion</li> <li>2.9 Participating in a variety of workplace discussions</li> <li>2.10 Effective clarifying and probing skills</li> <li>2.11 Investigating and analyzing problems</li> <li>2.12 Identifying current industry standard diagnostic tools</li> </ul>
3 Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety</li> <li>3.2 Promptness in carrying out activities</li> <li>3.3 Sincerity and honesty to duties</li> <li>3.4 Environmental concerns</li> <li>3.5 Eagerness to learn</li> <li>3.6 Tidiness and timeliness</li> <li>3.7 Respect to rights of peers and seniors in workplace</li> </ul>
4 Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace (actual or simulated)</li> <li>4.2 Relevant documents and materials</li> <li>4.3 Relevant specifications or work instructions</li> </ul>

### Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Made workplace discussions on such issues as production</li> <li>1.2 Defined available sources of information</li> <li>1.3 Investigated and analyzed problems</li> <li>1.4 Identified potential solutions of problem</li> <li>1.5 Demonstrated knowledge in working in a team environment</li> <li>1.6 Satisfied the requirements mentioned in the performance criteria and range of variables</li> </ul>
2. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Written test</li> <li>2.2 Practical demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Portfolio (Optional)</li> </ul>
3. Context of assessment	<ul style="list-style-type: none"> <li>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</li> <li>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</li> </ul>

<b>Unit of Competency:</b> <b>MANAGE PERSONAL AND PROFESSIONAL DEVELOPMENT</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SICIP-TH-HK-04-G
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitudes required to demonstrate the concept of personal and professional development. It specifically includes the task of interpreting personal development skills, setting and meeting work priorities, maintaining professional growth and development.		

**Elements and Performance Criteria:**

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Interpret personal development skills	1.1 Objectives of personal development skills are described. 1.2 <b><u>Personal development skills</u></b> are identified. 1.3 Intra and Interpersonal relationships are maintained in the course of managing oneself. 1.4 Self-analysis is performed and personal development needs are identified.
2. Set and meet self-development priorities	2.1. Tasks are prioritized to achieve personal, team and organizational goals and objectives. 2.2. <b><u>Resources</u></b> are utilized efficiently and effectively to manage work priorities and commitments. 2.3. Economic usage and maintenance of facilities are followed as per established procedures.
3. Maintain professional growth and development	3.1. Pro activeness/zeal is demonstrated in fulfilling personal and professional growth requirements. 3.2. <b><u>Trainings and career opportunities</u></b> are identified and accessed based on job requirements. 3.3. <b><u>Recognitions</u></b> are sought/ received and demonstrated as proof of career advancement. 3.4. <b><u>Licenses and/or certifications</u></b> relevant to the job and career are obtained and renewed

**Range of variables:**

<b>Variables</b>	<b>Range (may include but not limited to)</b>
1. Personal Development skills	1.1 Problem-solving 1.2 Self-confidence 1.3 Adaptability 1.4 Integrity 1.5 Work ethic 1.6 Pro-activeness

2. Resources	2.1 Human 2.2 Financial 2.3 Technology
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

### Curricular Content Guide

1. Underpinning knowledge	1.1 Described objectives of personal development skills. 1.2 Importance of personal development skills. 1.3 Identified personal development needs. 1.4 Organizational policies relevant to training and professional growth. 1.5 Company operations, procedures and standards. 1.6 Resources in work environment.
2. Underpinning skill	2.1 Utilizing and improving personal development skills 2.2 Maintaining Intra and Interpersonal relationship 2.3 Utilizing communication skills 2.4 Prioritizing tasks in accordance with work commitment. 2.5 Utilizing resources efficiently and effectively 2.6 Identifying trainings and career opportunities. 2.7 Renewing licenses and/or certifications relevant to the job.
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect to rights of peers and seniors in workplace
4. Resource implications	The following resources must be provided: 4.1 Workplace (actual or simulated). 4.2 Relevant materials and equipment.

	4.3 Relevant specifications or work instructions.
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### Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Attained personal development skills.</li> <li>1.2 Maintained intra and interpersonal relationship in the course of managing oneself.</li> <li>1.3 Prioritized tasks according to work commitments.</li> <li>1.4 Identified training and career opportunities.</li> <li>1.5 Completed trainings based on the requirements of the industries.</li> <li>1.6 Acquired and maintained licenses and/or certifications according to the requirement of the qualification.</li> </ul>
2. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Written test</li> <li>2.2 Demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Portfolio (Optional)</li> </ul>
3. Context of assessment	<ul style="list-style-type: none"> <li>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</li> <li>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</li> </ul>

## The Sector Specific Competencies

<b>Unit of Competency:</b> <b>WORK IN THE TOURISM AND HOSPITALITY INDUSTRY</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SICIP-TH-HK-01-S
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitude required to work in the tourism and hospitality sector. It specifically includes the task of identifying job roles and responsibilities in the tourism and hospitality industry and working with others.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify job roles and responsibilities in the tourism and hospitality industry	1.1 Job roles and responsibilities in the tourism and hospitality industry is identified. 1.2 Relationships within the tourism and hospitality industry employees are identified. 1.3 Common goals, objectives and task are identified and clarified with appropriate persons.
2. Work with others	2.1 <b><u>Effective interpersonal skills</u></b> are applied to interact with others and to contribute to activities and objectives. 2.2 Assigned tasks are performed in accordance with job requirements, specifications and workplace environment. 2.3 <b><u>Work requirements</u></b> are confirmed with colleagues.

### Range of Variables

Variable	Range (May include but not limited to)
1. Effective interpersonal skills	1.1 Basic listening and speaking skills: 1.2 Use of terminology and jargon 1.3 Communicating and receiving feedback 1.4 Interpretation of instructions 1.5 Basic principles of effective communication.
2. Work Requirements	2.1 Requirements as directed in verbal modes or written in specification or procedures. 2.2 Effective collaboration and teamwork. 2.3 Ability to work well with teams.

### Curricular Content Guide

1. Underpinning Knowledge	1.1 Organizational set-up of the food production, food services and Hotel Housekeeping department and tourism industry.
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	<p>1.2 Relationships within the tourism and hospitality industry employees.</p> <p>1.3 Common goals, objectives and task.</p> <p>1.4 Job roles and responsibilities</p>
2. Underpinning Skills	<p>2.1 Identifying relationships within the tourism and hospitality industry.</p> <p>2.2 Applying effective interpersonal skills to interact with others.</p> <p>2.3 Performing assigning tasks in accordance with job requirements, specifications and workplace.</p> <p>2.4 Confirming work requirements</p>
3. Underpinning Attitudes	<p>3.1 Commitment to occupational health and safety</p> <p>3.2 Promptness in carrying out activities.</p> <p>3.3 Sincerity and honesty to duties.</p> <p>3.4 Environmental concerns</p> <p>3.5 Eagerness to learn</p> <p>3.6 Tidiness and timeliness</p> <p>3.7 Respect for rights of peers and seniors in workplace</p>
4. Resource Implications	<p>The following resources must be provided:</p> <p>4.1 Workplace (actual or simulated)</p> <p>4.2 Tools, equipment and facilities appropriate to processes or activity</p> <p>4.3 Materials relevant to the proposed activity</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Identified roles, and responsibilities in the tourism and hospitality industry</p> <p>1.2 Identified relationships within the tourism and hospitality industry employees</p> <p>1.3 Worked with the tourism and hospitality industry</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written Test</p> <p>2.2 Practical demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Portfolio (Optional)</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</p>

<b>Unit of Competency:</b> <b>FOLLOW THE WORKPLACE HYGIENE PROCEDURES</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SICIP-TH-HK-02-S
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitudes required to follow workplace hygiene procedures. It specially includes the task of performing personal hygiene and well grooming standards and identifying and preventing hygiene risks.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Perform personal hygiene and well grooming standards	1.1 Personal hygiene and well grooming is practiced in line with workplace health and safety requirements. 1.2 Health conditions and/or illness are reported as required by the workplace. 1.3 <b><u>Personal Protective Equipment (PPE)</u></b> are used and applied according to the situation. 1.4 Movement around the workplace are conducted in accordance with the procedure.
2. Identify and prevent hygiene risks	2.1 Potential <b><u>hygiene risks</u></b> are identified as per workplace hygiene procedures. 2.2 Actions are taken to <b><u>minimize or remove risks</u></b> within the scope of individual responsibility as per workplace requirements. 2.3 Hygiene risks are reported to the responsible person, which are beyond the control of individual staff member.

### Range of Variables

Variable	Range (May include but not limited to)
1. Personal Protective Equipment (PPE)	1.1 Protective clothing 1.2 Gloves 1.3 Hair net 1.4 Sun cap 1.5 Safety shoes 1.6 Hand sanitizer 1.7 Mask 1.8 Other PPE as per OSH requirements
2. Hygiene risk	2.1 Bacterial and other contamination arising from poor handling of food 2.2 Poor personal hygiene practices 2.3 Poor work practices

	<ul style="list-style-type: none"> <li>2.3.1 Cleaning</li> <li>2.3.2 Hotel Housekeeping</li> <li>2.3.3 Food handling</li> <li>2.3.4 Vermin</li> <li>2.3.5 Airborne dust</li> <li>2.4 Cross-contamination through inappropriate cleaning practices</li> <li>2.5 Inappropriate handling of potentially infectious linen</li> <li>2.6 Contaminated wastes such as blood and body secretions</li> <li>2.7 Disposal of garbage and contaminated or potentially contaminated wastes</li> </ul>
3. Minimizing or removing risk	<ul style="list-style-type: none"> <li>3.1 Washing</li> <li>3.2 Preparing</li> <li>3.3 Mixing</li> <li>3.4 Cooking</li> <li>3.5 Storing</li> <li>3.6 Serving</li> <li>3.7 Reheating</li> </ul>

### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Personal protective equipment</li> <li>1.2 Personal hygiene practices</li> <li>1.3 Rules and regulations to produce quality and safety in food</li> <li>1.4 Food hazards control measures for food safety</li> <li>1.5 Cleaning, sanitation, waste segregation and disposal practices</li> <li>1.6 Food safety procedures</li> <li>1.7 Cleanliness and safety of transport</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Using PPE.</li> <li>2.2 Practicing personal hygiene and well grooming in line with workplace health and safety requirements.</li> <li>2.3 Controlling the measures for minimizing food Contamination</li> <li>2.4 Reporting hygiene risks to the responsible person, which are beyond the control of individual staff member.</li> <li>2.5 Collecting wastage, recycling, handling and disposal</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety</li> <li>3.2 Promptness in carrying out activities.</li> <li>3.3 Sincere and honest to duties.</li> <li>3.4 Environmental concerns</li> <li>3.5 Eagerness to learn</li> <li>3.6 Tidiness and timeliness</li> <li>3.7 Respect for rights of peers and seniors in workplace</li> </ul>

4. Resource Implications	<p>The following resources must be provided:</p> <p>4.1 Workplace (actual or simulated).</p> <p>4.2 Hygiene procedures</p> <p>4.3 Tool's equipment and facilities appropriate to perform activities</p> <p>4.4 Materials and consumables needed to perform activities</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Practiced personal hygiene and grooming standard</p> <p>1.2 Reported health conditions and/or illness as required by the workplace.</p> <p>1.3 Identified and prevented hygiene risks.</p> <p>1.4 Reported Hygiene risks to the responsible person, which are beyond the control of individual.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written Test</p> <p>2.2 Practical demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Portfolio (Optional)</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</p>

<b>Unit of Competency:</b> <b>PROVIDE EFFECTIVE GUEST SERVICE</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SICIP-TH-HK-03-S
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitude required to provide effective guest service. It specially includes the task of greeting guests, identifying guests' needs, delivering service to guests, handling queries through telephone and internet service and handling complaints, evaluation and recommendation.		

**Elements and Performance Criteria:**

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Greet guests	1.1 Guests are greeted in line with workplace procedure. 1.2 Verbal and <b><u>non-verbal communications</u></b> are applied to the given situation. 1.3 Sensitivity to <b><u>cultural and social differences</u></b> is demonstrated.
2. Identify guests' needs	2.1 <b><u>Interpersonal skills</u></b> are used to ensure that guest needs are identified. 2.2 <b><u>Guest with special needs</u></b> is assessed for urgency so that priority for service delivery is applied. 2.3 Guests are provided with necessary information. 2.4 Personal limitation in addressing guest needs is identified, and where appropriate, assistance is sought from supervisor.
3. Deliver service to guests	3.1 Guest needs are promptly attended to in line with <b><u>workplace procedure.</u></b> 3.2 Rapport is maintained with guest according to workplace procedure.
4. Handle queries through telephone and internet service	4.1 Telephone and internet service are used to determine guest requirements. 4.2 Queries/information are recorded in line with workplace requirements. 4.3 Queries are acted upon correctly in line with workplace procedure.
5. Handle complaints, evaluation and resolve	5.1 Guest complaints are received according to workplace procedure. 5.2 Complaints are resolved within limit of responsibility. 5.3 Nature and details of complaints are established. 5.4 Action is taken to resolve the complaints to the guest's satisfaction.

## Range of Variables

Variable	Range (May include but not limited to)
1. Non-verbal communication	1.1 Body language 1.2 Dress and accessories 1.3 Gestures and mannerisms 1.4 Voice tonality and volume 1.5 Use of space 1.6 Culturally specific communication customs and practices
2. Cultural and social differences	2.1 Modes of greeting, farewelling and conversation 2.2 Body language/ use of body gestures 2.3 Formality of language
3. Interpersonal skills	3.1 Interactive communication 3.2 Public relation 3.3 Friendly working attitude 3.4 Sincerity 3.5 Pleasant disposition 3.6 Effective communication skills
4. Guest with special needs	4.1 Persons with disability 4.2 Persons with special cultural or language needs 4.3 Unaccompanied children 4.4 Parents with young children 4.5 Pregnant women 4.6 Single women 4.7 Handling unusual guest (e.g., drunk)
5. Workplace procedure	5.1 Modes of greeting and fare welling 5.2 Time-lapse before a response 5.3 Style manual requirements 5.4 Standard letters and pro-forma 5.5 Addressing the guest by name or appropriate title (Sir/Madam, etc.)

## Curricular Content Guide

1. Underpinning Knowledge	1.1 Communication <ul style="list-style-type: none"> <li>1.1.1 Interactive communication with others</li> <li>1.1.2 Interpersonal skills/ social graces</li> </ul> 1.2 Safety Procedures <ul style="list-style-type: none"> <li>1.2.1 Safe work procedures</li> <li>1.2.2 Personal hygiene</li> </ul> 1.3 Attitude <ul style="list-style-type: none"> <li>1.3.1 Attentive, patient and cordial</li> <li>1.3.2 Eye-to-eye contact</li> <li>1.3.3 Maintain teamwork and cooperation</li> </ul> 1.4 Theory
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	<ul style="list-style-type: none"> <li>1.4.1 Selling/upselling techniques</li> <li>1.4.2 Interview techniques</li> <li>1.4.3 Conflict resolution</li> <li>1.4.4 Communication process</li> <li>1.4.5 Communication barriers</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Communicating effectively</li> <li>2.2 Performing non-verbal communication</li> <li>2.3 Maintaining good time management</li> <li>2.4 Working calmly and effectively</li> <li>2.5 Handling telephone inquiries and conversations</li> <li>2.6 Following correct procedure in handling telephone inquiries, use scanner and access internet service</li> <li>2.7 Handling complaints on proper way</li> <li>2.8 Resolving complains within limit of responsibility.</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety</li> <li>3.2 Promptness in carrying out activities.</li> <li>3.3 Sincere and honest to duties.</li> <li>3.4 Environmental concerns</li> <li>3.5 Eagerness to learn</li> <li>3.6 Tidiness and timeliness</li> <li>3.7 Respect for rights of peers and seniors in workplace</li> <li>3.8 Cooperation with peers and seniors in workplace</li> </ul>
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace or physical facilities required to perform activities</li> <li>4.2 Tools and equipment appropriate to processes or activity.</li> <li>4.3 Telephone, Internet facilities</li> <li>4.4 Materials and consumables needed to perform activities.</li> </ul>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Promoted public relation among others</li> <li>1.2 Demonstrated Sensitivity to cultural and social differences.</li> <li>1.3 Demonstrated familiarity with company facilities, products and services</li> <li>1.4 Assessed guest with special needs</li> <li>1.5 Applied workplace procedures and standards</li> <li>1.6 Applied telephone ethics and correct procedure in using telephone, scanner and internet service</li> <li>1.7 Handled Guests complaints.</li> </ul>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>2.1 Written Test</li> </ul>

	<p>2.2 Practical demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Portfolio (Optional)</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</p>

## The Occupation Specific Competencies

<b>Unit of Competency:</b> <b>CLEAN PREMISES AND EQUIPMENT</b>	<b>Nominal Duration:</b> 60 Hrs.	<b>Unit Code:</b> SICIP-TH-HK-01-O
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitudes required to clean premises and equipment. It specifically includes the task of preparing for works, cleaning dry and wet areas, performing special cleaning periodically and maintaining and storing equipment and chemicals.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Prepare for work	<p>1.1 OSH is followed and <b><u>Personal Protective Equipment (PPE)</u></b> is used.</p> <p>1.2 <b><u>Chemicals and cleaning agents</u></b> are identified, collected and applied.</p> <p>1.3 <b><u>Tools and equipment</u></b> are selected and collected as per assigned areas.</p> <p>1.4 Tools and equipment are cleaned and sanitized as per workplace procedures.</p>
2. Clean dry and wet areas	<p>2.1 <b><u>Dry and wet areas</u></b> for cleaning are selected.</p> <p>2.2 Dry and wet areas are cleared.</p> <p>2.3 Wet area is signed and marked.</p> <p>2.4 Equipment and cleaning agents are used.</p> <p>2.5 Dry and wet areas are cleaned as per workplace standards.</p> <p>2.6 Wet areas are dried after cleaning.</p> <p>2.7 Waste materials are disposed as per industry regulations.</p>
3. Perform special cleaning periodically	<p>3.1 <b><u>Types of cleaning</u></b> are identified</p> <p>3.2 Work schedule is prepared</p> <p>3.3 All types of cleaning are performed as per work schedule</p> <p>3.4 Cleaning tools and equipment are cleaned, dried and stored.</p>
4. Maintain and store equipment and chemicals	<p>4.1 Equipment is cleaned after use.</p> <p>4.2 Faults are identified and reported as per workplace procedures.</p> <p>4.3 Routine maintenance is carried out as per workplace procedures.</p> <p>4.4 Equipment and chemicals are stored as per workplace standard.</p>

## Range of Variables

Variable	Range (Includes but not limited to):
1. Personal protective equipment	1.1 Mask 1.2 Hand gloves 1.3 Apron 1.4 Goggles 1.5 Safety shoes 1.6 Hair net
2. Chemicals and cleaning agents	2.1 Water 2.2 Toilet cleaner 2.3 Air Freshener 2.4 Disinfectant / Sanitizing Chemicals 2.5 Mosquito spray 2.6 Floor cleaner 2.7 Antibacterial cleaning agent 2.8 Carpet cleaning agent 2.9 All-purpose cleaning agent 2.10 Glass cleaner 2.11 Furniture polishing agent 2.12 Floor polishing agent 2.13 Metal polishing agent 2.14 Wax
3. Tools and Equipment	3.1 Hand tools <ul style="list-style-type: none"> <li>3.1.1 Floor sign</li> <li>3.1.2 Cleaning pad</li> <li>3.1.3 Dusting clothes (different colours)</li> <li>3.1.4 Microfiber clothes</li> <li>3.1.5 Bucket</li> <li>3.1.6 Spray Bottles</li> <li>3.1.7 Different types of brushes (Hand brush, toilet bowl brush, hard brush, soft brush, cobweb brush)</li> <li>3.1.8 Mops (dry and wet)</li> <li>3.1.9 Mop Wringer/Squeezer</li> <li>3.1.10 Brooms</li> <li>3.1.11 Garbage receptacles</li> <li>3.1.12 Shampooing brush</li> <li>3.1.13 Floor polishing pad</li> <li>3.1.14 Scrubbing pad (hard and soft)</li> <li>3.1.15 Spatula</li> <li>3.1.16 Dust pan</li> <li>3.1.17 Long handle tong</li> </ul>

	<ul style="list-style-type: none"> <li>3.1.18 Hard Brush</li> <li>3.2 Equipment <ul style="list-style-type: none"> <li>3.2.1 Public Area (PA) trolley</li> <li>3.2.2 Vacuum cleaner (wet and dry)</li> <li>3.2.3 Polishing machine</li> <li>3.2.4 Floor scrubber</li> <li>3.2.5 Shampooing machine</li> <li>3.2.6 Blower machine</li> <li>3.2.7 Glass wiper (short/long)</li> <li>3.2.8 Squeezer (short/long)</li> <li>3.2.9 Water Jet machine (High pressure)</li> <li>3.2.10 Upholster cleaning machine</li> <li>3.2.11 Ladder</li> </ul> </li> <li>3.3 Hand caddie box</li> </ul>
4. Dry and wet areas	<ul style="list-style-type: none"> <li>4.1 Walls</li> <li>4.2 Floors</li> <li>4.3 Shelves</li> <li>4.4 Working tables</li> <li>4.5 Ceiling</li> <li>4.6 Basin</li> <li>4.7 Appliance surface</li> <li>4.8 Drainage</li> <li>4.9 WC (water closet)</li> </ul>
5. Types of cleaning	<ul style="list-style-type: none"> <li>5.1 Deep cleaning</li> <li>5.2 Specialized cleaning (waxing, scrubbing, marble crystallization)</li> <li>5.3 Exterior cleaning (High pressure cleaning)</li> </ul>

### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 OSH procedures</li> <li>1.2 Identify dry and wet premises</li> <li>1.3 Types of equipment</li> <li>1.4 Types of cleaning agents and chemicals</li> <li>1.5 Types of cleaning</li> <li>1.6 Understand faults of equipment</li> <li>1.7 Storing procedures</li> <li>1.8 Quality standards</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Checking equipment.</li> <li>2.2 Clearing dry area and wet area.</li> <li>2.3 Chemical agent dilution process.</li> <li>2.4 Cleaning dry and wet area.</li> <li>2.5 Cleaning equipment.</li> <li>2.6 Carrying out routine maintenance.</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety</li> </ul>

	<p>3.2 Promptness in carrying out activities</p> <p>3.3 Sincere and honest to duties</p> <p>3.4 Environmental concerns</p> <p>3.5 Eagerness to learn</p> <p>3.6 Tidiness and timeliness</p> <p>3.7 Respect for rights of peers and seniors in the workplace</p> <p>3.8 Cooperation with peers, subordinates and seniors in the workplace</p>
4. Resource Implications	<p>The following resources must be provided:</p> <p>4.1 Workplace (simulated or actual)</p> <p>4.2 Tools, equipment and facilities require to the process or activities</p> <p>4.3 Required materials and consumables needed to perform activities.</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Used PPE.</p> <p>1.2 Identified Chemicals and cleaning agents</p> <p>1.3 Cleaned dry and wet areas.</p> <p>1.4 Identified types of cleaning.</p> <p>1.5 Prepared work schedule.</p> <p>1.6 Maintained and stored equipment and chemicals.</p> <p>1.7 Disposed waste materials.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written Test</p> <p>2.2 Practical demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Portfolio (Optional)</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</p>

<b>Unit of Competency:</b> <b>PERFORM GUEST ROOM PREPARATION</b>	<b>Nominal Duration:</b> 70 Hrs.	<b>Unit Code:</b> SICIP-TH-HK-02-O
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitudes required to prepare room for guest. It specifically includes the task of preparing for works, carrying out room making, carrying out bathroom cleaning, collecting and delivering guest clothes and cleaning and storing trolley and equipment.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 Assignment sheet is collected from team leader or House Keeping control desk. 1.3 Keys are identified and collected. 1.4 Chemicals & cleaning agents, tools & equipment and <b><u>room &amp; bath room supplies &amp; amenities</u></b> are selected and collected. 1.5 Hotel Housekeeping trolley is prepared with linen and supplies, tools, equipment and amenities.
2. Carry out room making	2.1 Room making requirements are identified. 2.2 Trolley is parked in front of the main door. 2.3 Room is accessed following customer service and security procedures. 2.4 Soiled bed <b><u>linens</u></b> are removed. 2.5 Fresh bed linens are placed and setup as per standard 2.6 <b><u>Furniture, fixtures and fittings of room</u></b> cleaning is performed 2.7 Room making is carried out as per the requirements
3. Carry out bathroom cleaning	3.1 Garbage and soiled linens are removed as per workplace standards. 3.2 Chemicals are applied as required. 3.3 <b><u>Furniture, fixtures and fittings of bathroom</u></b> are cleaned. 3.4 Floor and walls are cleaned. 3.5 Amenities and supplies are checked and replenished. 3.6 Pests are identified and reported. 3.7 Any defects or damaged items unusual or suspicious person or items or occurrence are identified and reported.
4. Collect and deliver guest clothes	4.1 Laundry bags and slips are used to collect guest clothes. 4.2 Guest's clothes are collected, sorted and marked.

	4.3 Guest's clothes are delivered to laundry department.
5. Clean and store trolley & equipment	5.1 Supplies and other items are checked and recorded. 5.2 Trolley & equipment are cleaned. 5.3 Trolley & equipment are stored.

### Range of Variables

Variable	Range (Includes but not limited to):
1. Room and bathroom supplies and amenities	<p><b>1.1 Room supplies</b></p> <p>1.1.1 Room directory</p> <p>1.1.2 Yellow page (Telephone directory)</p> <p>1.1.3 Room collateral (Do Not Disturb (DND)/Privacy Please and makeup sign, laundry list, brochure, minibar price list, room service menu, tent card, page card, fact sheet, bedtime option)</p> <p>1.1.4 Note pad, Pen / Pencil</p> <p>1.1.5 Tissue box</p> <p>1.1.6 Shoe horn</p> <p>1.1.7 Laundry bag</p> <p>1.1.8 Laundry list</p> <p>1.1.9 Hangers</p> <p>1.1.10 Roll away bed/Extra bed (on request)</p> <p>1.1.11 Pillows and blankets</p> <p>1.1.12 Iron and iron board.</p> <p>1.1.13 Baby crib</p> <p>1.1.14 Hospitality tray (drinking water, tea kettle, sugar, coffee, tea, creamer, milk, cup, glass, saucers, spoon)</p> <p>1.1.15 Vanity tray</p> <p>1.1.16 Coat brush</p> <p>1.1.17 Bin Basket</p> <p><b>1.2 Bathroom supplies</b></p> <p>1.2.1 Bathrobe</p> <p>1.2.2 Bathmat</p> <p>1.2.3 Terry (Towels)</p> <p>1.2.4 Hair dryer</p> <p>1.2.5 Toilet roll</p> <p>1.2.6 Facial Tissue</p> <p><b>1.3 Room amenities</b></p> <p>1.3.1 Sewing kit</p> <p>1.3.2 Slipper</p> <p>1.3.3 Shoe shiner</p> <p>1.3.4 Shoe polish</p> <p>1.3.5 Shoe mitt</p> <p>1.3.6 Prayer mat</p> <p><b>1.4 Bathroom amenities</b></p> <p>1.4.1 Soap (hand and bath)</p> <p>1.4.2 Shampoo</p> <p>1.4.3 Shower gel</p> <p>1.4.4 Conditioner</p>

	<ul style="list-style-type: none"> <li>1.4.5 Body lotion</li> <li>1.4.6 Mouth wash</li> <li>1.4.7 Sanitary bag (women bag)</li> <li>1.4.8 Dental kit (Tooth paste and brush)</li> <li>1.4.9 Shaving kit</li> <li>1.4.10 Vanity kit</li> <li>1.4.11 Bath loofa</li> <li>1.4.12 Shower cap</li> <li>1.4.13 Comb</li> <li>1.4.14 Bin Basket</li> </ul>
2. Linens	<ul style="list-style-type: none"> <li>2.1 Bed sheet</li> <li>2.2 Bed cover/Duvet with cover</li> <li>2.3 Pillow with cover</li> <li>2.4 Cushion cover</li> <li>2.5 Towels (bath sheet, bath towel, hand towel, face towel, bath mat)</li> <li>2.6 Bath robe</li> <li>2.7 Bed runner</li> </ul>
3. Furniture, fixtures and fittings of room	<ul style="list-style-type: none"> <li>3.1 Mirrors and glassware</li> <li>3.2 Wardrobes</li> <li>3.3 Desks</li> <li>3.4 Writing desk with chair and lamp</li> <li>3.5 Light fittings</li> <li>3.6 Telephones</li> <li>3.7 Television</li> <li>3.8 TV Remote</li> <li>3.9 Minibar</li> <li>3.10 Shelving</li> <li>3.11 Air-conditioner</li> <li>3.12 Air conditioning controller/Remote controller</li> <li>3.13 Alarm clock</li> <li>3.14 Wall/Picture frame</li> <li>3.15 Side desk</li> <li>3.16 Cabinet Safety locker</li> <li>3.17 Luggage rack</li> <li>3.18 Sofa set</li> </ul>
4. Furniture, fixtures and fittings of bathroom	<ul style="list-style-type: none"> <li>4.1 Cupboard</li> <li>4.2 Long Mirror</li> <li>4.3 Shelve</li> <li>4.4 Basin</li> <li>4.5 Mirror shelf</li> <li>4.6 Towel rack</li> <li>4.7 Faucet</li> <li>4.8 Shower head</li> <li>4.9 Shower curtain</li> <li>4.10 Cloth rail</li> <li>4.11 Basin stopper</li> </ul>

	4.12 Soap dispenser 4.13 Bathtub/shower cubicle 4.14 WC (Water closet) 4.15 Push shower 4.16 Tissue dispenser 4.17 Toilet bin
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### Curricular Content Guide

1. Underpinning Knowledge	1.1. OSH procedures. 1.2. Use of room and bathroom supplies and amenities 1.3. Room and bathroom cleaning procedures as per SOP. 1.4. Required information (guest preference; HK task report; guest category). 1.5. Types of room. 1.6. Guest room status. 1.7. Types of linen and amenities. 1.8. Guest's clothes collection procedures 1.9. Trolley & equipment cleaning and storing procedures 1.10. Communicate with guest.
2. Underpinning Skills	2.1. Selecting and collecting equipment, chemical agents. 2.2. Preparing trolley with require supplies and amenities. 2.3. Making up bed. 2.4. Cleaning the room. 2.5. Cleaning the bathroom 2.6. Checking and replenishing amenities and supplies 2.7. Checking room and reporting to front office. 2.8. Collecting and storing guest belonging from vacated room. 2.9. Delivering guests clothes to laundry. 2.10. Cleaning and storing tools and equipment.
3. Underpinning Attitudes	3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Eagerness to learn 3.6. Tidiness and timeliness 3.7. Respect for rights of peers and seniors in the workplace 3.8. Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	The following resources must be provided: 4.1 Workplace (actual or simulated). 4.2 Tools, equipment and facilities appropriate to the process or activity. 4.3 Materials relevant to the proposed activity.

### Assessment Evidence Guide

<p>1. Critical Aspects of Competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Used personal Protective Equipment (PPE).</li> <li>1.2 Selected and collected Chemicals &amp; cleaning agents, tools &amp; equipment</li> <li>1.3 Selected and collected and room &amp; bath room supplies &amp; amenities.</li> <li>1.4 Accessed room for servicing.</li> <li>1.5 Cleaned and cleared room</li> <li>1.6 Setup bed.</li> <li>1.7 Performed cleaning furniture, fixtures and fittings of room</li> <li>1.8 Cleaned and cleared bathroom.</li> <li>1.9 Checked and replenished amenities and supplies of bathroom</li> <li>1.10 Collected and delivered guest clothes.</li> <li>1.11 Checked and recorded supplies and other items</li> <li>1.12 Cleaned and stored trolley and equipment.</li> </ul>
<p>2. Methods of Assessment</p>	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>2.1 Written Test</li> <li>2.2 Practical demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Portfolio (Optional)</li> </ul>
<p>3. Context of Assessment</p>	<ul style="list-style-type: none"> <li>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</li> <li>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</li> </ul>

<b>Unit of Competency:</b> <b>PERFORM HOUSE KEEPING SERVICES</b>	<b>Nominal Duration:</b> 90 Hrs.	<b>Unit Code:</b> SICIP-TH-HK-03-O
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitudes required to provide Hotel Housekeeping services to guest. It specifically includes the task of receiving and handling guest requirements, providing relevant information to guest, liaising with other departments, and identifying and storing lost and found items.		

### Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Receive and handle guest requirements	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 Guest is greeted by name with the title of respect. 1.3 Guests' requests are received very politely. 1.4 Guests are responded politely. 1.5 Guests' complaints are handled or referred.
2. Provide relevant information to guest	2.1 Guest is informed on correct use of guest room supplies. 2.2 <b><u>Malfunctioning</u></b> is reported. 2.3 Suitable time is fixed to rectify the problem.
3. Liaise with other departments	3.1 Malfunctioning of equipment are reported. 3.2 F&B related request are passed to relevant department. 3.3 Dangerous and suspicious movement or circumstances are reported to relevant personnel and department.
4. Identify and store lost and found items	4.1 Items are identified and checked. 4.2 Found items are deposited to the lost and found section. 4.3 Missing/damaged item are reported 4.4 Unauthorized items are reported to supervisor immediately.

### Range of Variables

Variable	Range (Includes but not limited to):
1. Malfunctioning	Problems in- 1.1 AC 1.2 TV 1.3 Electric Kettle 1.4 FLS (Fire Life & Safety) Procedures 1.5 Door bell

	<ul style="list-style-type: none"> <li>1.6 Telephone</li> <li>1.7 Door closer</li> <li>1.8 Electric bulb</li> <li>1.9 Water leakage</li> <li>1.10 Remote (TV, AC)</li> <li>1.11 WC clogging</li> <li>1.12 Basin clogging</li> <li>1.13 Exhaust fan</li> <li>1.14 Water mixture (hot water and cold water) supply</li> <li>1.15 Shower (head, hand, push)</li> </ul>
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### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1. OSH procedures.</li> <li>1.2. Guest handling procedures.</li> <li>1.3. Hotel Housekeeping service procedures.</li> <li>1.4. Malfunction reporting procedures.</li> <li>1.5. Safe dealing policies.</li> <li>1.6. Illegal or unauthorized goods or items.</li> <li>1.7. Missing/damaged item reporting procedures</li> <li>1.8. Lost and found procedure.</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1. Receiving requests.</li> <li>2.2. Responding guest.</li> <li>2.3. Handling guest complaints.</li> <li>2.4. Informing guest on correct use of equipment.</li> <li>2.5. Reporting malfunctioning.</li> <li>2.6. Depositing found items</li> <li>2.7. Checking and tagging.</li> <li>2.8. Recording description by filling form.</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1. Commitment to occupational health and safety</li> <li>3.2. Promptness in carrying out activities</li> <li>3.3. Sincere and honest to duties</li> <li>3.4. Environmental concerns</li> <li>3.5. Eagerness to learn</li> <li>3.6. Tidiness and timeliness</li> <li>3.7. Respect for rights of peers and seniors in the workplace</li> <li>3.8. Cooperation with peers, subordinates and seniors in workplace</li> </ul>
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace (actual or simulated).</li> <li>4.2 Tools, equipment and facilities appropriate to the process or activity</li> <li>4.3 Materials relevant to the proposed activity</li> </ul>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Used PPE</li> <li>1.2 Greeted guest by name with the title of respect</li> <li>1.3 Received and handled guest request.</li> <li>1.4 Provided relevant information to guest.</li> <li>1.5 Liaised with other departments.</li> <li>1.6 Reported Missing/damaged item</li> <li>1.7 Identified and deposited lost and found items.</li> </ol>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ol style="list-style-type: none"> <li>2.1 Written Test</li> <li>2.2 Practical demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Portfolio (Optional)</li> </ol>
3. Context of Assessment	<ol style="list-style-type: none"> <li>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</li> <li>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</li> </ol>

<b>Unit of Competency:</b> <b>PROVIDE LUNDRY SERVICE</b>	<b>Nominal Duration:</b> 70 Hrs.	<b>Unit Code:</b> SICIP-TH-HK-04-O
<b>Unit Descriptor:</b>  This unit covers the knowledge, skills and attitudes required to carry out laundry services. It specifically includes the task of preparing for laundry work, performing laundry service and Perform post laundry services.		

**Elements and Performance Criteria:**

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Prepare for laundry work	1.1 OSH procedure is followed 1.2 Personal Protective Equipment (PPE) is used. 1.3 <b><u>Tools and equipment</u></b> and <b><u>cleaning materials</u></b> are selected and collected. 1.4 Guest clothes are picked up and checked with list. 1.5 In-house linens are picked up. 1.6 Guest clothes and in-house linens are sent to laundry section.
2. Perform laundry services	2.1 Guest clothes and in-house linen are sorted and counted as per workplace procedures. 2.2 Stain, damage and torn are checked. 2.3 Washing and drying process are performed. 2.4 Pressing and folding processes are performed.
3. Perform post laundry services	3.1 Guest clothes are sorted, separated and counted as per room. 3.2 In-house linens and terry are sorted, separated and counted type wise. 3.3 Packing is performed as per requirement. 3.4 Guest clothes are delivered to room. 3.5 In-house linens and terry are delivered to Hotel Housekeeping store.

**Range of Variables**

<b>Variable</b>	<b>Range</b> (Includes but not limited to):
1. Tools and equipment	1.1 Marking machine 1.2 Washing machine 1.3 Dryer 1.4 Dry cleaning machine 1.5 Steam press machine 1.6 Hot press machine 1.7 Hand iron with board 1.8 Hand Brush

	1.9 Bucket
2. Cleaning materials	2.1 Detergent 2.2 Oxygen bleach 2.3 Chlorine bleach 2.4 Softener 2.5 Emulsifier 2.6 Alkaline acid 2.7 Soda ash

### Curricular Content Guide

1. Underpinning Knowledge	1.1 OSH policies and procedures. 1.2 Interpersonal communication skills. 1.3 Use of tools and equipment and cleaning materials 1.4 Washing and drying process 1.5 Pressing and folding processes 1.6 Types of fabrics. 1.7 Use of chemicals depends on fabrics 1.8 Laundry forms and organizational policies and procedures. 1.9 Stain, damage or torn condition of cloths.
2. Underpinning Skills	2.1 Picking up guest clothes and in-house linens. 2.2 Sending guest clothes and in-house lines to laundry. 2.3 Checking Stain, damage and torn. 2.4 Performing washing and drying process 2.5 Storing, separating and counting guest clothes and laundry as per room. 2.6 Delivering guest clothes as per room requirements. 2.7 Delivering in-house linens as per workplace procedures.
3. Underpinning Attitudes	3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Eagerness to learn 3.6. Tidiness and timeliness 3.7. Respect for rights of peers and seniors in the workplace 3.8. Cooperation with peers, subordinates and seniors in the workplace
4. Resource Implications	The following resources should be provided: 4.1 Workplace (actual or simulated). 4.2 Tools, equipment and facilities appropriate to the process or activity. 4.3 Materials relevant to the proposed activity.

## Assessment Evidence Guide

<p>1. Critical Aspects of Competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Used PPE</li> <li>1.2 Selected and collected Tools and equipment and cleaning materials.</li> <li>1.3 Picking up guest clothes and in-house linens sent to laundry section.</li> <li>1.4 Sorted and Counted guest clothes and in-house linen</li> <li>1.5 Performed Washing and drying process.</li> <li>1.6 Sorted, Separated and Counted type wise guests cloths and In-house linens and terry.</li> <li>1.7 Delivered guest clothes to room.</li> <li>1.8 Delivered In-house linens and terry to Hotel Housekeeping store.</li> </ul>
<p>2. Methods of Assessment</p>	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>2.1 Written Test</li> <li>2.2 Practical demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Portfolio (Optional)</li> </ul>
<p>3. Context of Assessment</p>	<ul style="list-style-type: none"> <li>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</li> <li>3.2 Assessment should be done by nationally certified assessor or occupation-specific industry expert.</li> </ul>

**End of the Competency Standard**

## Workshop/Lab Facility Standard

<b>Course Name:</b>	Hotel Housekeeping
<b>Number of Trainees:</b>	25

### Course-wise Training Space (Theoretical Classroom, Workshop/Lab/Classroom cum Workshop):

- Classroom – minimum 350 sft. (33 sqm)
- Workshop/ lab – 800 sft. (75 sqm)

### Major Training Equipment and Training Facilities:

Sl. No.	Major Equipment and Training facilities	Required facilities
1.	Computers/Laptop	1
2.	Multimedia Projector	1
3.	Complete set up of hotel room with twin bed and side table	1 set
4.	A set of room materials comprising - <ul style="list-style-type: none"> <li>- Hospitality tray (drinking water, tea kettle, sugar, coffee, tea, creamer, milk, cup, glass, saucers, spoon),</li> <li>- Room directory</li> <li>- Room collateral (Do Not Disturb (DND)/Privacy Please and makeup sign, brochure, minibar price list, room service menu)</li> <li>- Note pad, Pen/Pencil</li> <li>- Tissue box</li> <li>- Shoe horn</li> <li>- Laundry bag</li> <li>- Slipper</li> </ul>	1 set
5.	Bin Basket	2
6.	Complete set up of bathroom with bathtub	1
7.	Bath room amenities: Soap (hand and bath), shampoo, Shower gel, Conditioner, Body lotion, Sanitary bag (women), Dental kit (Tooth paste and brush), Shaving kit, Loofa, Shower cap, Comb	1 set
8.	Room attendant trolley	1
9.	Air-Conditioner	1
10.	Television (LED)	1
11.	Minibar	1
12.	Safe deposit box	1
13.	Cub board with three types of hangers	1
14.	Writing desk with chair	1
15.	Linens (Bed sheet, Duvet and cover, pillow with cover, bed runner and bed cushion)	1 set

Sl. No.	Major Equipment and Training facilities	Required facilities
16.	Terry (Bath towel, hand towel, face towel, bath mat and bathrobe)	1 set
17.	Hand iron with board	2
18.	Hand Brush	5
19.	Bucket	2
20.	Telephone set	1
21.	Tub chair and coffee table	1
22.	Vacuum cleaner (wet and dry)	1
23.	Glass wiper (short/long)	4
24.	Squeezer (short/long)	4
25.	Ladder	1
26.	Hand caddie box	2
27.	Prayer mat	1

The following conditions must be fulfilled –

- The institute shall not use the same facilities for any other projects/organizations offering a similar course.
- The institute must provide sufficient evidence to prove ownership of the proposed training equipment.

The list denotes the minimum training equipment and facility required to effectively conduct training for a specific course. Additionally, the institute must ensure that all other necessary training tools, equipment and furniture are available to meet the requirement of competency standards (CS) provided by SICIP.

For the operation of training course on **Hotel Housekeeping**, the institute must ensure the availability of at least 80% of the major training equipment and training facilities (according to the CS) to be eligible for SICIP training delivery. If the score is below 80%, the remaining equipment and facilities need to be installed before the commencement of the training.

The institute will also provide all other hand tools and power tools as per CS for 25 trainees. Also, they will arrange adequate seating arrangement and classroom setup for the 25 trainees.