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## What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

## Introduction

### Qualification Pack: Housekeeping Attendant (Manual Cleaning)

**SECTOR:** PEOPLE WITH DISABILITY

**SUB-SECTOR:** Hotels

**OCCUPATION:** Housekeeping

**REFERENCE ID:** PWT/Q0203

**ALIGNED TO:** NCO-2015/5151.0101

The Housekeeping Attendant (Manual Cleaning) is responsible for manually cleaning the property's floors, vertical surfaces, furniture and fixtures.

**Brief Job Description:** The individual at cleans the internal and external areas of the property such as restrooms, offices, auditorium, lifts, utility rooms, canteen, pantry, and common areas. The individual uses manual tools to sweep, scrub, mop, wipe and dispose waste.

**Personal Attributes:** The job requires the individual to have physical fitness, good moral character, pleasing deportment, healthy habits, good grooming, commitment and proficiency.

Qualifications Pack For Housekeeping Attendant  
(Manual Cleaning)

Job Details

Qualifications Pack Code	PWT/Q0203		
Job Role	Housekeeping Attendant (Manual cleaning)		
Credits(NSQF)		Version number	1.0
Sector	People with Disability	Drafted on	04/07/14
Sub-sector	Hotels	Last reviewed on	26/03/15
Occupation	Housekeeping	Next review date	25/03/16
NSQC Clearance on	20/07/15		

Job Role	Housekeeping Attendant (Manual cleaning)
Role Description	Cleaning the property's floors, vertical surfaces, furniture and fixtures
NSQF level	3
Minimum Educational Qualifications	Class 5th
Maximum Educational Qualifications	Graduate in Hotel Management
Training (Suggested but not mandatory)	Not applicable
Minimum Job Entry Age	14 years
Experience	Minimum preferable 1 year as Housekeeping Trainee
Applicable National Occupational Standards (NOS)	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li><a href="#">THC/N0209: Prepare for manual housekeeping</a></li> <li><a href="#">THC/N0211: Manually clean floor, wash-and rest-rooms</a></li> <li><a href="#">THC/N0213: Manually clean furniture and surfaces</a></li> <li><a href="#">THC/N0216: Maintain area neat and tidy</a></li> <li><a href="#">THC/N0217: Collect and dispose waste properly</a></li> <li><a href="#">THC/N0218: Clean pantry and canteen area</a></li> <li><a href="#">THC/N0207: Report, record and prepare documentation</a></li> <li><a href="#">THC/N9901: Communicate with customer and colleagues</a></li> <li><a href="#">THC/N9903: Maintain standard of etiquette and hospitable conduct</a></li> <li><a href="#">THC/N9904: Follow gender and age sensitive service practices</a></li> <li><a href="#">THC/N9906: Maintain health and hygiene</a></li> <li><a href="#">THC/N9907: Maintain safety at workplace</a></li> </ol> <p><b>Optional:</b> NA</p>
Performance Criteria	As described in the relevant OS units
Assessment Criteria	<a href="#">Assessment Criteria for each NOS</a>

Keywords /Terms	Description
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the NOS, these include communication related skills that are applicable to most job roles.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of NOS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
National Occupational Standards (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Organisational Context	Organisational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Qualifications Pack(QP)	Qualifications Pack comprises the set of NOS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-Sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Sub-functions	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for a NOS unit, which can be denoted with an 'N'
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.

Qualifications Pack For Housekeeping Attendant  
(Manual Cleaning)

Acronyms

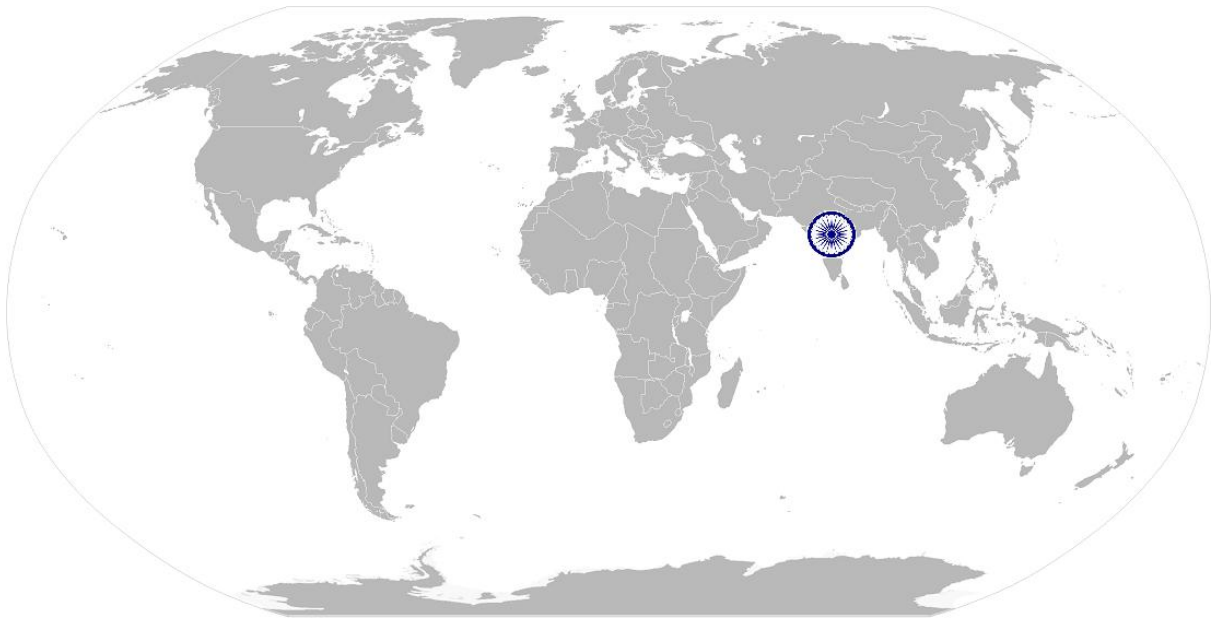
Keywords /Terms	Description
NSQF	National Skills Qualifications Framework
QP	Qualification Pack
OS	Occupational Standards
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HR	Human Resources

THC/N0209

Prepare for manual housekeeping

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# National Occupational Standard



## Overview

This unit is about preparation for performing housekeeping operations manually. It includes selecting the most appropriate tools and materials for the job and preparing the assigned area for housekeeping.

## THC/N0209

## Prepare for manual housekeeping

<b>Unit Code</b>	THC/N0209
<b>Unit Title (Task)</b>	Prepare for manual housekeeping
<b>Description</b>	This OS unit is about preparation for performing housekeeping operations manually. It includes selecting the most appropriate tools and materials for the job and preparing the assigned area for housekeeping
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Identify housekeeping requirements procedures and resources as per areas to be cleaned</li> <li>Prepare for housekeeping activities</li> <li>Re-check preparation for carrying out housekeeping</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Identifying the housekeeping requirements procedures and resources of different areas to be cleaned</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. check assigned area as per duty roster</p> <p>PC2. inspect the area for the cleaning</p> <p>PC3. identify the types of surfaces to be cleaned such as wood, plastic, ceramic, stone, fabric, vinyl, fixtures, furniture, lights, HVAC, windows, doors, mirrors, floors, bins, partitions, carpets, wash basin or closet</p> <p>PC4. assess requirement for housekeeping equipment and consumables</p> <p>PC5. identify requirement of PPE to be used</p> <p>PC6. ensure that the data and information received is complete and correct</p> <p>PC7. identify workplace procedures for housekeeping</p> <p>PC8. choose the appropriate equipment and materials taking into account factors such as manufacturers' instructions, risk, efficiency, access, time, surface and type of soiling</p>
<b>Preparing for the housekeeping activities</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC9. obtain the personal protective equipment (PPE) required as per organisation's policy</p> <p>PC10. wear the personal protective equipment required for the cleaning method and materials being used</p> <p>PC11. follow the instructions and procedures for entering and leaving the workplace</p> <p>PC12. plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces</p> <p>PC13. ensure that all surfaces to be cleaned are accessible and can be reached to perform adequate cleaning</p> <p>PC14. ensure that there is adequate ventilation for the work being carried out</p> <p>PC15. identify and follow specific requirements for housekeeping activities in different parts of the work area assigned</p>

**THC/N0209**

**Prepare for manual housekeeping**

	<p>PC16. select equipment and consumables e.g. cleaning agents in accordance with work area requirements</p> <p>PC17. follow the manufacturer's instructions for using any tools, equipment, consumables and cleaning agents</p> <p>PC18. carry cleaning items, and cleaning supplies using wheeled carts or as per unit procedure</p> <p>PC19. disinfect equipment and supplies, using appropriate solutions or steam-operated sterilizers</p> <p>PC20. ensure levels of personal hygiene meet workplace requirements and are maintained throughout the cleaning process</p> <p>PC21. ensure that the right people know when cleaning is taking place and when the area will be free for use again by using sign boards for caution and work in progress</p> <p>PC22. follow the correct procedures to deal with any lost property or unattended items</p> <p>PC23. check and prepare cleaning equipment as per manufacturers' instructions before use</p> <p>PC24. prepare work area and equipment so that the job can be done efficiently, correctly and safely</p>
<p><b>Re-checking preparation for carrying out housekeeping</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC25. complete preparation for housekeeping duties following workplace procedures and ensure removal of waste</p> <p>PC26. complete checklists and records for preparation for housekeeping duties</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</p> <p>KA2. relevant occupational health and safety requirements applicable in the work place</p> <p>KA3. importance of working in clean and safe environment</p> <p>KA4. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA6. relevant people and their responsibilities within the work area</p> <p>KA7. escalation matrix and procedures for reporting work and employment related issues</p> <p>KA8. documentation and related procedures applicable in the context of employment and work</p> <p>KA9. importance and purpose of documentation in context of employment and work</p>



**THC/N0209**

**Prepare for manual housekeeping**

<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KB1. relevant OH&amp;S procedures and guidelines concerning housekeeping operations</li> <li>KB2. workplace and servicing procedures and policies for the carrying out housekeeping tasks in the workplace</li> <li>KB3. risks when carrying out housekeeping tasks and related precautions to control the risk</li> <li>KB4. housekeeping standards required in the workplace</li> <li>KB5. application of relevant industrial regulations and requirements</li> <li>KB6. storage, service and upkeep procedure for housekeeping equipment and consumables</li> <li>KB7. what permits and checks are required for working on the premises</li> <li>KB8. site layout and obstacles</li> <li>KB9. instructions and procedures for entering and leaving the workplace and why one should follow them</li> <li>KB10. levels of personal hygiene required at the workplace and why it is important to maintain them during work</li> <li>KB11. how factors such as manufacturer's instructions, risk, efficiency, access, time, surface and type of soiling can influence the cleaning method used</li> <li>KB12. how to inspect a work area to decide what cleaning it needs and the best way of carrying this out</li> <li>KB13. the right personal protective equipment for the work area, equipment, materials and chemicals used</li> <li>KB14. why it is important to wear personal protective equipment</li> <li>KB15. Importance of work schedules and why they should be followed</li> <li>KB16. the correct sequence for cleaning the work area</li> <li>KB17. which methods and materials are most effective on the surface and soiling to be cleaned and what are the alternatives</li> <li>KB18. why different equipment should be used for different cleaning tasks and the reasons for colour- coding</li> <li>KB19. how to clean the surfaces without causing injury or damage</li> <li>KB20. the results expected from each cleaning operation</li> <li>KB21. the right techniques to use with chosen equipment and materials</li> <li>KB22. the results of using wrong or unsuitable materials and/or not following the manufacturers' instructions</li> <li>KB23. how to change the cleaning method to suit the soiling and surface and the different methods available</li> <li>KB24. how to identify the signs of pest infestation and the right action to take to deal with it</li> <li>KB25. cleaning methods and techniques that may cause nuisance to the public/client and how to avoid this (e.g. by changing the timing/sequence of cleaning operations)</li> <li>KB26. why it is important to check the quality of work as one goes along</li> <li>KB27. how to identify and deal with tasks that are outside one's area of skill or responsibility</li> <li>KB28. storage areas for the equipment and materials and why they should be kept</li> </ul>
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**THC/N0209**

**Prepare for manual housekeeping**

	<p>clean, safe and secure</p> <p>KB29. the procedures for organizing replacement and/or extra resources</p> <p>KB30. the range of cleaning agents and equipment available and how to choose the right one for different types of soil and surfaces</p> <p>KB31. how to mix cleaning solutions correctly, know dilution ratios and safely and importance of following manufacturers' instructions</p> <p>KB32. why one should put up hazard signs and protect surrounding areas</p> <p>KB33. how to use the equipment and materials efficiently and safely</p> <p>KB34. how to prepare, check and ensure preparation of area for housekeeping</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read and interpret instructions, procedures, information and signs relevant to housekeeping activities in the workplace</p> <p>SA2. interpret and follow operational instructions and prioritise work</p> <p>SA3. read and interpret information correctly from various job specification documents, material safety data sheets, manuals, health and safety instructions etc. applicable to the job in English and/or local language</p>
	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. complete documentation related to housekeeping in the workplace</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. communicate effectively with others when carrying out housekeeping tasks</p> <p>SA6. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA7. check and clarify task-related information</p> <p>SA8. liaise with appropriate authorities using correct protocol</p> <p>SA9. communicate with people in respectful form and manner in line with organizational protocol</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions pertaining to the concerned area of work</p>
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand:</p> <p>SB2. plan, prioritize and sequence work operations as per job requirements</p> <p>SB3. organize and analyse information relevant to work</p>

**THC/N0209**

**Prepare for manual housekeeping**

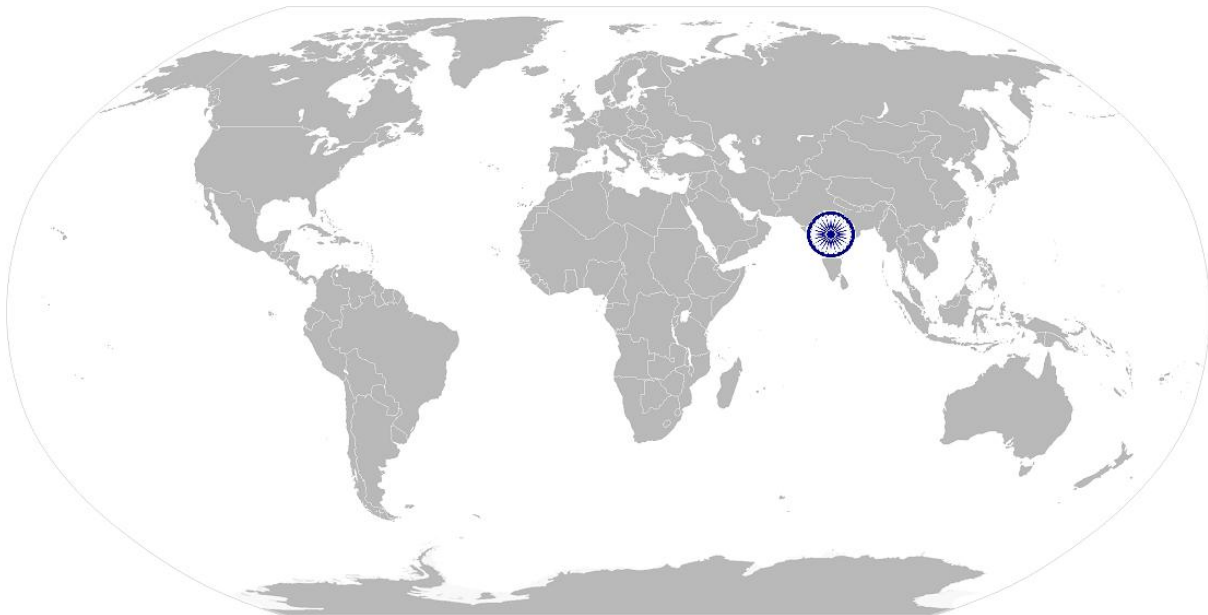
	SB4. work in a team in order to achieve better results SB5. identify and clarify work roles within a team SB6. communicate and cooperate with others in the team SB7. seek assistance from fellow team members
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB8. manage relationships with co-workers SB9. taking responsibility for own work outcomes SB10. time management and adhering to work timings, dress code and other organizational policies SB11. managing distractions to be disciplined at work
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB12. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB13. identify immediate or temporary solutions to resolve delay
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB14. learn from on-the-job training, development interventions and assessment SB15. seek to improve and modify own work practices
	<b>Critical Thinking</b>
	NA

**THC/N0209**

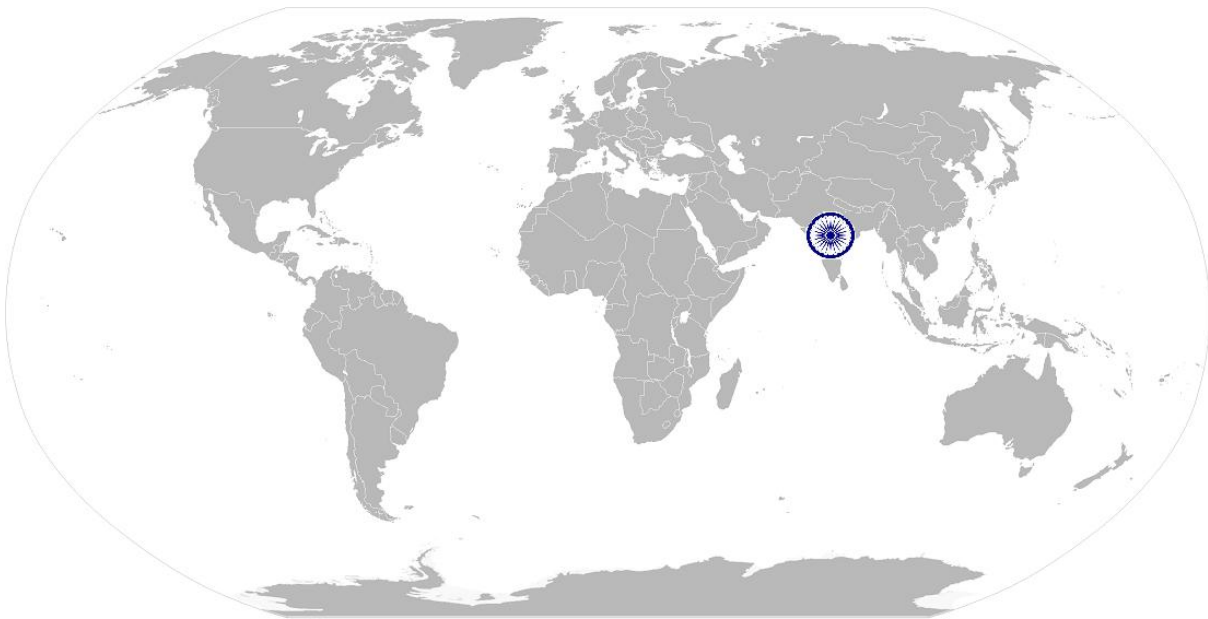
**Prepare for manual housekeeping**

**NOS Version Control**

<b>NOS Code</b>	<b>THC/N0209</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>04/07/14</b>
<b>Industry Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>26/03/15</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>25/03/16</b>



# National Occupational Standard



## Overview

This unit covers cleaning all types of floors as well as toilets and washrooms using manual tools such as brushes, mops, cloths, brushes, mops, hoses etc., and replenish supplies as per procedures.

## THC/N0211

## Manually clean floor, washroom and restroom

<b>Unit Code</b>	<b>THC/N0211</b>
<b>Unit Title (Task)</b>	<b>Manually clean floor, washroom and restroom</b>
<b>Description</b>	This OS unit covers cleaning all types of floors as well as toilets and washrooms using manual tools such as brushes, mops, cloths, brushes, mops, hoses etc., and replenish supplies as per procedures. It also includes replenishing the supplies.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Clean floors manually</li> <li>• Clean toilets and washrooms manually</li> <li>• Replenish supplies in the toilets and Washroom</li> <li>• Complete assigned floor and toilets &amp; washroom cleaning duties</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Cleaning floors manually</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. choose equipment and cleaning agents that are right for the floor and the amount of ground-in soil/dirt, floors</p> <p>PC2. choose a method of removing the dust and debris that is right for the floor and the amount of dust and debris involved</p> <p>PC3. clear any large items of debris by hand, safely</p> <p>PC4. mix and apply the cleaning solution; go from mild to harsh treatment in case the stain is not identified</p> <p>PC5. carry out the cleaning as per organization's standards and procedure</p> <p>PC6. remove the ground-in soil/dirt without damaging the surface and leave the floor and the surrounding area dry and free of smears</p> <p>PC7. remove the loose dust and debris carefully and put the dust and debris into the correct container for disposal</p> <p>PC8. leave the floor clear of dust and debris and put everything back in the right place when work is finished</p> <p>PC9. choose a method of clearing up the spillage, if any, that is right for the floor and the size and type of spillage</p> <p>PC10. remove the spillage safely and leave the floor surface clean and dry</p> <p>PC11. empty all waste from the bins in the area of responsibility</p> <p>PC12. re-line or clean bins as per procedure</p> <p>PC13. put the garbage and debris in the correct container and remove the left-over cleaning solution aside</p> <p>PC14. report any stains that cannot be removed to the supervisor</p>
<b>Cleaning toilets and washrooms manually</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC15. follow any special procedures for entering the toilets and washrooms</p>

**THC/N0211**

**Manually clean floor, washroom and restroom**

	<p>PC16. make sure that there is enough ventilation in the area being cleaned</p> <p>PC17. follow any relevant codes of practice to make sure to protect oneself and others throughout the process e.g. put-up appropriate signage</p> <p>PC18. choose equipment and cleaning agents that are suitable for the surface</p> <p>PC19. mix and apply cleaning agents</p> <p>PC20. clean toilets and washrooms</p> <p>PC21. clean basins and taps so that they are free of dirt and removable marks</p> <p>PC22. clean the inside and outside of the toilet so that it is free of dirt and removable marks</p> <p>PC23. check that toilets are free flushing and draining</p> <p>PC24. clean the fixtures and fittings in an order that is least likely to spread infection</p> <p>PC25. clean the appliances, surfaces, fixtures and fittings so that they are dry and free from dirt and removable marks</p> <p>PC26. clean the surrounding floors, walls, mirrors and other surfaces</p> <p>PC27. make sure waste bins are empty, clean and ready for use</p> <p>PC28. identify waste and get it ready for dispatch</p> <p>PC29. make sure that plug holes, waste outlets and over flows are free from blockages</p> <p>PC30. report any faults and problems to the appropriate person</p>
<b>Replenishing supplies in the toilets and Washroom</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC31. check that holders contain the correct amount of consumables</p> <p>PC32. check supplies and accessories in the toilets and washroom</p> <p>PC33. make sure that supplies and accessories are clean and free from damage</p> <p>PC34. replenish, replace and refill supplies as per organization procedure</p> <p>PC35. follow the manufacturers' instructions correctly when refilling or replacing items</p> <p>PC36. make sure the area has the right amount of consumables when work is finished</p> <p>PC37. report any stock shortages to the appropriate member of staff</p>
<b>Completing assigned floor and toilets, washroom cleaning duties</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC38. ensure cleaning equipment is clean, dry and in working order when work is finished taking appropriate action to deal with any items that are not</p> <p>PC39. put everything back in the right place when work is finished</p> <p>PC40. remove or replace personal protective equipment following workplace</p> <p>PC41. ensure floor cleaning duties are conducted following workplace procedures and waste removed</p> <p>PC42. notify maintenance requirements of any damaged items to appropriate personnel</p> <p>PC43. complete and ensure checklists and records for housekeeping duties are maintained</p> <p>PC44. check work areas to ensure required workplace standards are met</p>

**THC/N0211**

**Manually clean floor, washroom and restroom**

<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</li> <li>KA2. relevant occupational health and safety requirements applicable in the work place</li> <li>KA3. importance of working in clean and safe environment</li> <li>KA4. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</li> <li>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</li> <li>KA6. relevant people and their responsibilities within the work area</li> <li>KA7. escalation matrix and procedures for reporting work and employment related issues</li> </ul>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KB1. relevant OH&amp;S procedures and guidelines concerning housekeeping operations</li> <li>KB2. workplace and servicing procedures &amp; policies for carrying out floor cleaning tasks in the workplace</li> <li>KB3. floor cleaning standards required in the workplace</li> <li>KB4. risks when carrying out floor cleaning tasks and related precautions to control accidents</li> <li>KB5. site layout and obstacles</li> <li>KB6. storage, service and upkeep procedure for cleaning equipment and consumables</li> <li>KB7. application of relevant industrial regulations and requirements</li> <li>KB8. different methods of removing loose dust and debris and how to choose the right one</li> <li>KB9. types of the container in which to put dust and debris</li> <li>KB10. safe handling techniques for large items of debris</li> <li>KB11. different methods of removing ground-in soil/dirt by hand and how to choose the right one</li> <li>KB12. range of cleaning agents and equipment available and how to choose the right one for different types of dirt and surfaces</li> <li>KB13. how to mix cleaning solutions correctly and safely and importance of following manufacturers' instructions</li> <li>KB14. how to remove ground-in dirt without damaging the surface</li> <li>KB15. why the floor and surrounding area should be left dry and free of smears</li> <li>KB16. why one should not try to spot clean non-washable surfaces and what might happen if one does</li> <li>KB17. why over-wetting the surface should be avoided</li> <li>KB18. why it is important to clean or reline the bins</li> <li>KB19. types of spillage and different methods of removing spillages and how to choose the right one</li> <li>KB20. the importance of preparing correctly before cleaning toilets and washrooms, and what may happen if one does not</li> </ul>



## THC/N0211

### Manually clean floor, washroom and restroom

	<p>KB21. to whom one should report faults and problems</p> <p>KB22. why it is important to make sure there is enough ventilation when the toilets and washroom are being cleaned</p> <p>KB23. how to protect oneself and others throughout the cleaning process and why these measures are important before, during and after cleaning</p> <p>KB24. organization's standards for floors, toilets and bathrooms</p> <p>KB25. why one should wear protective clothing when cleaning</p> <p>KB26. why one should not use toilet and bathroom cleaning equipment in other areas</p> <p>KB27. types of problems one might come across when cleaning toilets and bathrooms and how to deal with these</p> <p>KB28. what to do if a customer comes in when one is cleaning a toilet or washroom</p> <p>KB29. which cleaning processes one should use for different types of surfaces, toilet appliances, basins and level of soiling</p> <p>KB30. how effective cleaning helps with infection control</p> <p>KB31. what colour coding means</p> <p>KB32. why one must use the correct equipment and colour coded cloths</p> <p>KB33. types of faults and problems that one is likely to find in the areas and how to deal with them</p> <p>KB34. procedure and techniques of clearing the toilets and washrooms</p> <p>KB35. how to clean sanitary items in an order that is least likely to encourage the spread of infection</p> <p>KB36. why one should check to make sure that holders contain the correct amount of consumables</p> <p>KB37. correct procedures for reporting faults or problems and why these should be followed</p> <p>KB38. correct place for the storage of cleaning equipment and materials</p> <p>KB39. why used personal protective equipment should be removed or replaced upon leaving the sanitary area</p> <p>KB40. different kinds of bins available for garbage disposal</p> <p>KB41. how to segregate garbage for disposal and correct container for garbage and debris for disposal, how to cover, clean and where to keep the garbage bins</p> <p>KB42. organization's standards for replenishing supplies and accessories</p> <p>KB43. why one should maintain a constant stock of supplies and accessories</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs in the workplace
	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA2. complete documentation as per work requirements

**THC/N0211**

**Manually clean floor, washroom and restroom**

	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA3. follow instructions accurately</p> <p>SA4. use questioning to minimize misunderstandings</p> <p>SA5. communicate with people in respectful form and manner in line with organizational protocol</p> <p>SA6. check and clarify task-related information; discuss task lists, schedules, and work-loads with co-workers</p> <p>SA7. use gestures or simple words to communicate where language barriers exist</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	NA
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand:</p> <p>SB1. plan, prioritize and sequence work operations as per job requirements</p> <p>SB2. organize and analyse information relevant to work</p>
	<b>Customer Centricity</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. manage relationships with customers and co-workers</p>
	<b>Problem Solving</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. think through the problem, evaluate the possible solution(s) and suggest an optimum / best possible solution(s)</p> <p>SB5. identify immediate or temporary solutions to resolve delays</p>
	<b>Analytical Thinking</b>
	NA
<b>Critical Thinking</b>	
NA	

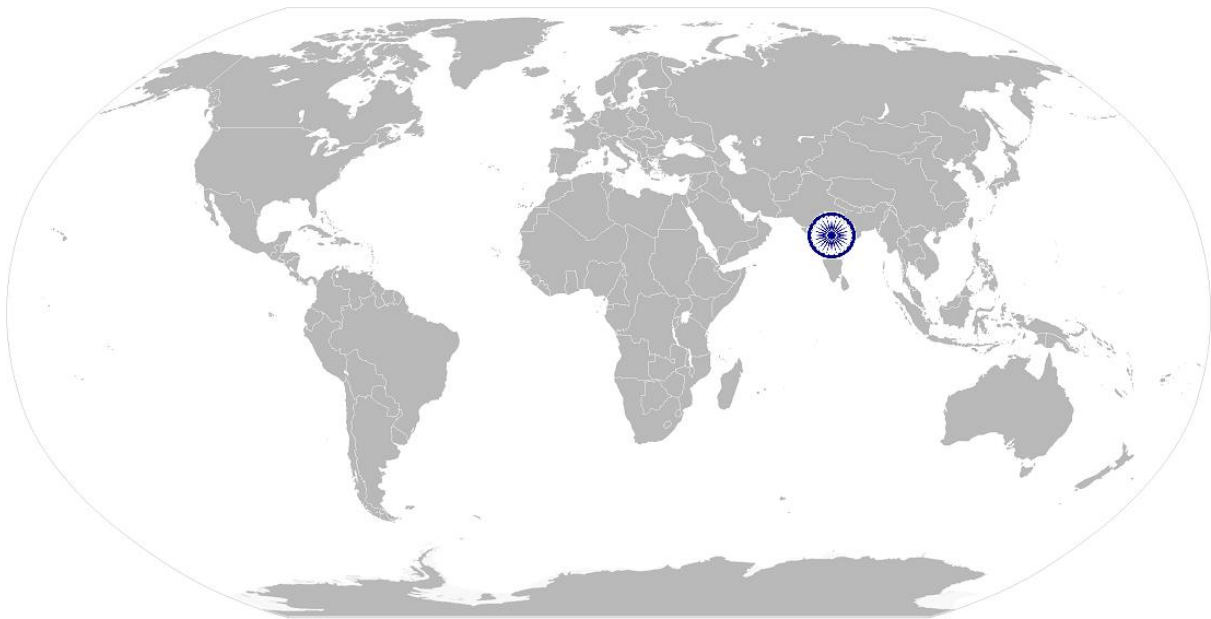
**THC/N0211**

**Manually clean floor, washroom and restroom**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N0211</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>04/07/14</b>
<b>Industry Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>26/03/15</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>25/03/16</b>

# National Occupational Standard



## Overview

This unit is about manually cleaning furniture, upholstery, fittings and other vertical surfaces such as walls, windows, doors, internal glass surfaces such as glass partitions and doors as per procedures and resources for different areas.

## THC/N0213

## Manually clean furniture and surfaces

<b>Unit Code</b>	<b>THC/N0213</b>
<b>Unit Title (Task)</b>	<b>Manually clean furniture and surfaces</b>
<b>Description</b>	This OS unit is about manually cleaning furniture, upholstery, fittings and other vertical surfaces such as walls, windows, doors, internal glass surfaces such as glass partitions and doors as per procedures and resources for different areas.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Clean furniture and upholstery</li> <li>• Clean vertical spaces, fittings and internal glass spaces</li> <li>• Clean desktops, workstations and office area</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Cleaning furniture and upholstery</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. remove loose dust and debris making sure it spreads as little as possible</p> <p>PC2. examine the upholstered material to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling</p> <p>PC3. identify whether the material is colourfast and shrink-resistant for furnishings</p> <p>PC4. identify and report damaged or deteriorating surfaces and/or those which may require restorative work</p> <p>PC5. soften ground-in soil and stains before trying to remove them</p> <p>PC6. apply the treatment safely, according to the manufacturer's instructions and without over- wetting or damaging the material</p> <p>PC7. examine the treated area and apply more treatment if it will help to remove the stain safely</p> <p>PC8. leave the material free of excess moisture and ground-in soil</p> <p>PC9. make sure that furnished areas are free from unpleasant smells</p> <p>PC10. choose a cleaning agent and equipment appropriate for the marks, surface and type of dirt on the furniture</p> <p>PC11. scrape off anything that is stuck on to the furniture and fittings</p> <p>PC12. mix and apply the cleaning agent/solution smoothly and evenly</p> <p>PC13. leave the surface clear of the marks that can be reached and spot cleaned</p> <p>PC14. leave the surfaces dry and free of smears and dirt , when work is finished</p> <p>PC15. put everything back in the right place when work is finished</p> <p>PC16. report any marks that cannot be reached or spot cleaned to the person in charge</p> <p>PC17. deal with cleaning equipment correctly after use</p> <p>PC18. sort out and handle the waste safely and according to instructions</p> <p>PC19. make sure that waste containers are taken safely to the right collection/ disposal point</p>

## THC/N0213

## Manually clean furniture and surfaces

<p><b>Cleaning vertical spaces, fittings and internal glass spaces</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC20. loosen dirt that is stuck on to the glass surface without causing damage</p> <p>PC21. remove loose dust and debris first making sure it spreads as little as possible</p> <p>PC22. clean walls (interior) so they are free from dust, cobwebs, dirt, grease, spots and stains</p> <p>PC23. choose a cleaning agent and equipment that are right for the surface and type of dirt</p> <p>PC24. follow manufacturer's instructions correctly when one mixes and apply the cleaning agent</p> <p>PC25. apply cleaning agents to fixtures and lights and ensure they are clean and workable</p> <p>PC26. check that heating, lighting and ventilation systems are set correctly after cleaning</p> <p>PC27. rub off the dirt thoroughly from the glass surface and remove it without damaging the surface</p> <p>PC28. put everything back in the right place when one have finished efficiently, correctly and safely</p> <p>PC29. collect and segregate waste according to instruction without causing any spillage or clutter</p>
<p><b>Cleaning desktops, workstations and office area</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC30. clean the area at regular intervals with appropriate dusters</p> <p>PC31. use appropriate dusters and chemicals for cleaning workstation, desktops, printer, telephones etc.</p> <p>PC32. ensure that papers and documents are kept in order on the workstation</p> <p>PC33. ensure sound-proof cleaning</p> <p>PC34. avoid cleaning at peak working hours</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</p> <p>KA2. relevant occupational health and safety requirements applicable in the work place</p> <p>KA3. importance of working in clean and safe environment</p> <p>KA4. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA6. relevant people and their responsibilities within the work area</p> <p>KA7. escalation matrix and procedures for reporting work and employment related issues</p> <p>KA8. documentation and related procedures applicable in the context of employment and work</p> <p>KA9. importance and purpose of documentation in context of employment and work</p>

## THC/N0213

## Manually clean furniture and surfaces

<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KB1. relevant OH&amp;S procedures and guidelines concerning cleaning operations</li> <li>KB2. workplace and servicing procedures &amp; policies for carrying out cleaning tasks in the workplace</li> <li>KB3. risks when carrying out cleaning tasks and related precautions to control accidents</li> <li>KB4. cleaning standards required in the workplace</li> <li>KB5. site layout and obstacles</li> <li>KB6. storage, service and upkeep procedure for cleaning equipment and consumables</li> <li>KB7. application of relevant industrial regulations and requirements</li> <li>KB8. the dangers of working at height using step ladders and how to do so safely</li> <li>KB9. the range of cleaning agents available for spot cleaning and how to choose the right one for the type of mark and the surface one is cleaning</li> <li>KB10. the range of cleaning agents available for furniture and how to choose the right one for the type of soil and the surface one is cleaning</li> <li>KB11. various kinds of cleaning agents and equipment to be used for the particular type of fabrics</li> <li>KB12. importance of following manufacturers' instructions when one mixes and apply cleaning agents and what might happen if one does not</li> <li>KB13. importance of putting up hazard signs and protect surrounding areas</li> <li>KB14. precautions to be taken when using ladders or moving furniture during cleaning</li> <li>KB15. importance of protecting surrounding areas when cleaning interior surfaces, furnishings, fixtures and fittings</li> <li>KB16. importance of testing for the colour fastness and possible consequences of failing to test</li> <li>KB17. locations where colour fastness tests should and should not be carried out</li> <li>KB18. why one should remove loose dust and debris first from all areas to be cleaned and what might happen one doesn't</li> <li>KB19. how to clean soft surfaces like furnishings, upholstery, curtains etc.</li> <li>KB20. how to identify and report equipment that needs repair or servicing</li> <li>KB21. why one should not try to spot clean non-washable surfaces and what might happen if one does</li> <li>KB22. reasons to avoid over-wetting the surface</li> <li>KB23. reason for reporting any marks that cannot be reached or spot cleaned and who one should report to</li> <li>KB24. why paint or anything else that is stuck on the glass should be scraped off first</li> <li>KB25. how to scrape without damaging the glass surface</li> <li>KB26. why the area around the glass should be left dry</li> <li>KB27. how to tell if something should not be thrown away, why it is important to check and who to check with</li> <li>KB28. how frequently windows &amp; glasses should be cleaned in the organization</li> <li>KB29. protective clothing to be worn when cleaning</li> <li>KB30. why one should not mix cleaning materials</li> <li>KB31. the types of problems one might come across when cleaning windows how to deal with these</li> </ul>
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## THC/N0213

## Manually clean furniture and surfaces

	<p>KB32. what to do if window areas are above hand reach height</p> <p>KB33. why one should get rid of all traces of cleaning materials from interior surfaces, furnishings, fixtures and fittings after cleaning is finished</p> <p>KB34. why one should not allow dust to spread and how to do this</p> <p>KB35. how to clean desktops, computers and telephones</p> <p>KB36. why waste should be taken to the right collection/disposal point in the right containers and disposed of in correct container</p> <p>KB37. level of dilutions of cleaning agents and the right quantity to be used for surfaces</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read and interpret instructions, procedures, information and signs in the workplace</p>
	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA2. complete documentation as per work requirements</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The user/individual on the job needs to know and understand how to:</p> <p>SA3. follow instructions accurately</p> <p>SA4. use questioning to minimize misunderstandings</p> <p>SA5. communicate with people in respectful form and manner in line with organizational protocol</p> <p>SA6. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA7. check and clarify task-related information</p> <p>SA8. use gestures or simple words to communicate where language barriers exist</p>	
<b>B. Professional Skills</b>	<b>Decision Making</b>
	NA
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand:</p> <p>SB1. plan, prioritize and sequence work operations as per job requirements</p> <p>SB2. organize and analyse information relevant to work</p> <p>SB3. taking responsibility for own work outcomes</p> <p>SB4. time management and adherence to work timings, dress code and other organizational policies</p> <p>SB5. following laid down rules, procedures, instructions and policies</p> <p>SB6. Managing conflicts and distractions at work</p>
<b>Customer Centricity</b>	

## THC/N0213

### Manually clean furniture and surfaces

	The user/individual on the job needs to know and understand how to: SB7. manage relationships with co-workers SB8. build customer relationships and use service and customer centric approach
	<b>Problem Solving</b>
	NA
	<b>Analytical Thinking</b>
	NA
	<b>Critical Thinking</b>
NA	

**THC/N0213**

**Manually clean furniture and surfaces**

## NOS Version Control

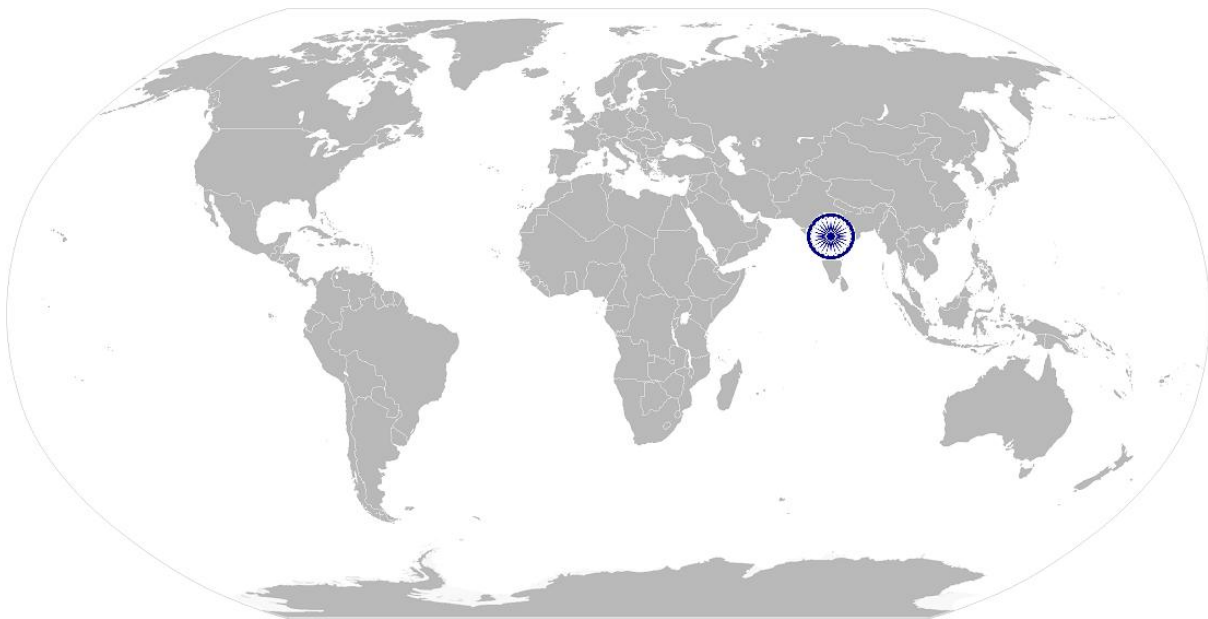
<b>NOS Code</b>	<b>THC/N0213</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>04/07/14</b>
<b>Industry Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>26/03/15</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>25/03/16</b>

THC/N0216

Maintain area neat and tidy

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# National Occupational Standard



## Overview

This unit is about maintaining the assigned area as well as public areas such as lobbies, lifts, entrances and public toilet clean and tidy e.g. by emptying bins, arranging furniture and keeping displays tidy and up-to-date.

## THC/N0216

## Maintain area neat and tidy

<b>Unit Code</b>	THC/N0216
<b>Unit Title (Task)</b>	Maintain area neat and tidy
<b>Description</b>	This OS unit is about maintaining the assigned area as well as public areas such as lobbies, lifts, entrances and public toilet, neat & tidy and in good order e.g. by emptying bins, arranging furniture and keeping displays tidy and up-to-date so as project a positive image.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Keep areas neat, tidy and in good order</li> <li>• Maintain upkeep</li> <li>• Complete assigned housekeeping duties and reporting</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Keeping areas neat, tidy and in good order</b>	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> <li>PC1. empty waste containers and dispose of waste correctly</li> <li>PC2. arrange furniture neatly</li> <li>PC3. keep neat, tidy and up-to-date, displays such as notices, racks, decorations, pictures, statues, show cases</li> <li>PC4. spot and report any faults e.g. lights not working, damage to furniture and fixtures etc. in the area to the appropriate member of staff</li> <li>PC5. regularly and discreetly check that the areas are clean, tidy and free from obstructions in line with company safety and security policies</li> <li>PC6. identify and report anything that needs specialist maintenance</li> <li>PC7. report any items which are found lying unclaimed</li> </ul>
<b>Maintaining upkeep</b>	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> <li>PC8. choose the right cleaning equipment and materials for the area being cleaned</li> <li>PC9. when necessary, put up hazard warning signs</li> <li>PC10. when necessary, wear protective clothing</li> <li>PC11. clean off dust, dirt, debris and removable marks from the surfaces being cleaned</li> <li>PC12. store the cleaning equipment correctly and safely after use</li> <li>PC13. notify maintenance requirements of any damaged items to appropriate personnel</li> </ul>
<b>Completing assigned housekeeping duties and reporting</b>	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> <li>PC14. conduct assigned cleaning duties following workplace procedures and ensure the area is neat and tidy</li> <li>PC15. report any lost and found property to authorized person as per procedure</li> </ul>

## THC/N0216

## Maintain area neat and tidy

	PC16. check work areas to ensure required workplace standards are met
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</li> <li>KA2. relevant occupational health and safety requirements applicable in the work place</li> <li>KA3. importance of working in clean and safe environment</li> <li>KA4. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</li> <li>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</li> <li>KA6. relevant people and their responsibilities within the work area</li> <li>KA7. escalation matrix and procedures for reporting work and employment related issues</li> <li>KA8. documentation and related procedures applicable in the context of employment and work</li> <li>KA9. importance and purpose of documentation in context of employment and work</li> </ul>
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>KB1. relevant OH&amp;S procedures and guidelines concerning housekeeping operations</li> <li>KB2. workplace and servicing procedures and policies for the carrying out housekeeping tasks in the workplace</li> <li>KB3. housekeeping standards required in the workplace</li> <li>KB4. site layout and obstacles</li> <li>KB5. the organization's standards for cleaning and tidying and why one should work to these</li> <li>KB6. how to acknowledge customers correctly when working front of house</li> <li>KB7. how to choose the right cleaning equipment and materials for the areas and surfaces that are being cleaned</li> <li>KB8. when and how one should use hazard warning signs when the area is being cleaned</li> <li>KB9. when one should wear protective clothing and what type of protective clothing to wear</li> <li>KB10. the types of problems that may happen when one is cleaning and how to deal with these oneself or report them</li> <li>KB11. how one should arrange the furniture in front of house areas</li> <li>KB12. the types of displays one is responsible for</li> <li>KB13. why it is important to keep displays neat and tidy and well-stocked</li> <li>KB14. how to keep displays neat, tidy and up-to-date</li> <li>KB15. the types of things that may need fixing in the front of house areas; how to spot and report them</li> <li>KB16. the types of problems that may happen when one is working front of house</li> </ul>

**THC/N0216**

**Maintain area neat and tidy**

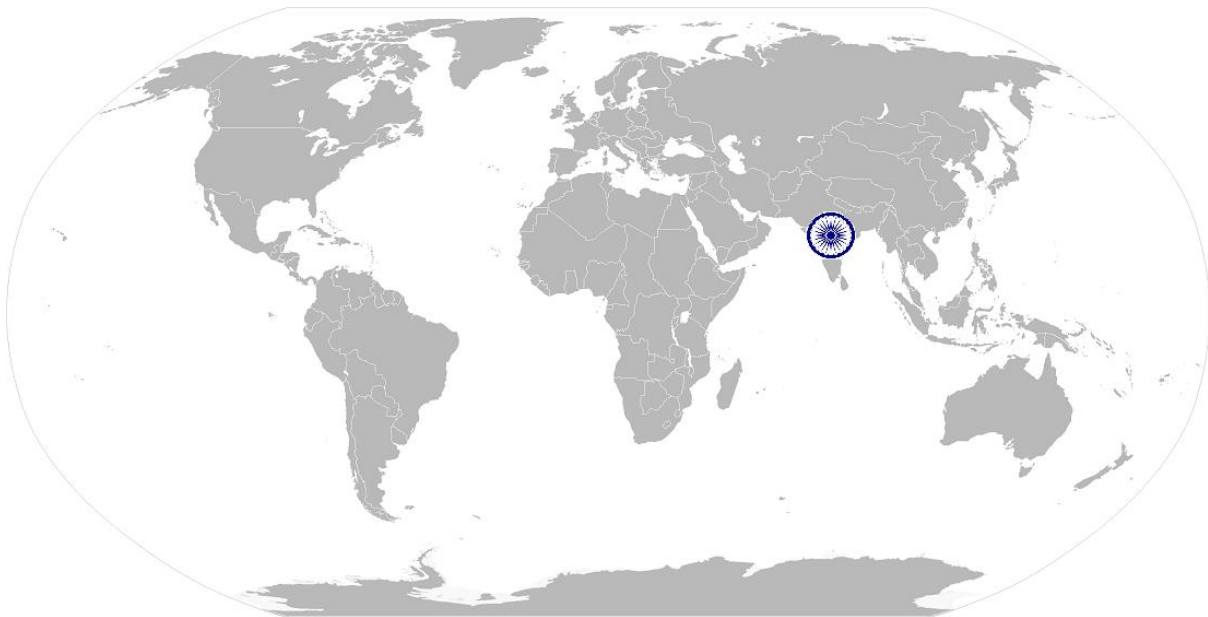
	and how to deal with these KB17. why front of house areas need to be clean, tidy and well maintained
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs relevant to housekeeping activities in the workplace SA2. read and interpret information correctly from various job specification documents, manuals, health and safety instructions etc. applicable to the job in English and/or local language
	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. complete documentation as per work requirements
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. communicate effectively with guests SA5. interact with service providers and colleagues in respectful manner and in line with organizational protocol
<b>B. Professional Skills</b>	<b>Decision Making</b>
	NA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB1. plan, prioritize and sequence work operations as per job requirements SB2. organize and analyze information relevant to work SB3. importance of taking responsibility for own work outcomes SB4. importance of following laid down rules, procedures, instructions and policies SB5. importance of time management for achieving better results
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. manage relationships with coworkers and customers
<b>Problem Solving</b>	
The user/individual on the job needs to know and understand how to:	



**THC/N0216**

**Maintain area neat and tidy**

	SB7. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
	SB8. identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	NA
	<b>Critical Thinking</b>
	NA

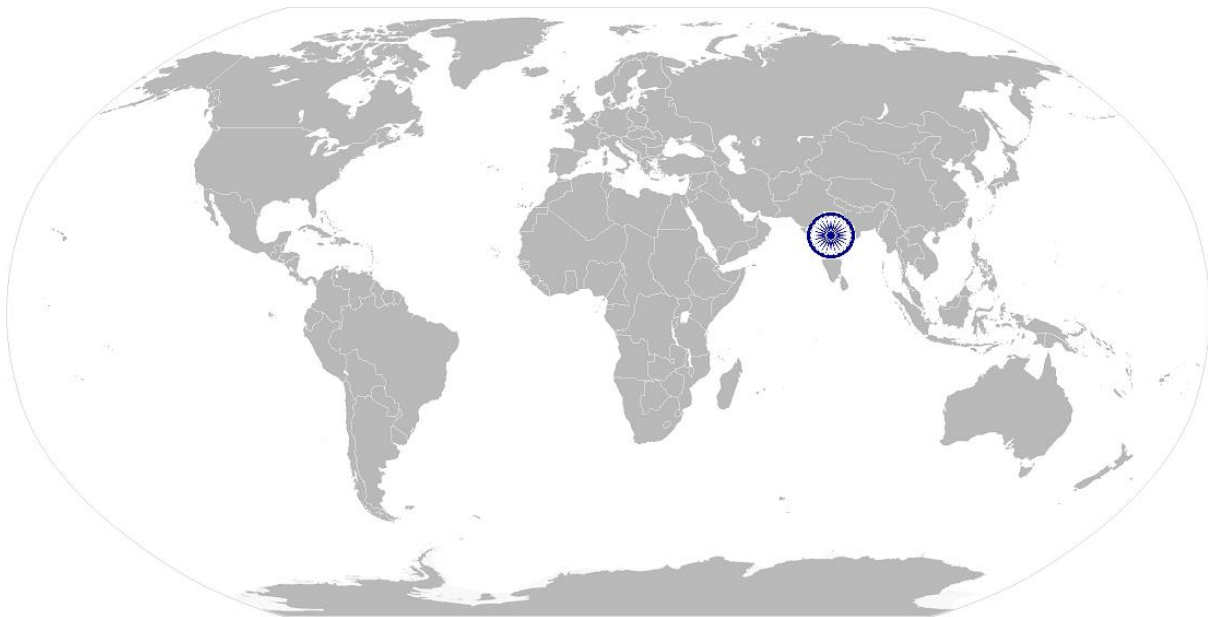


**THC/N0216**

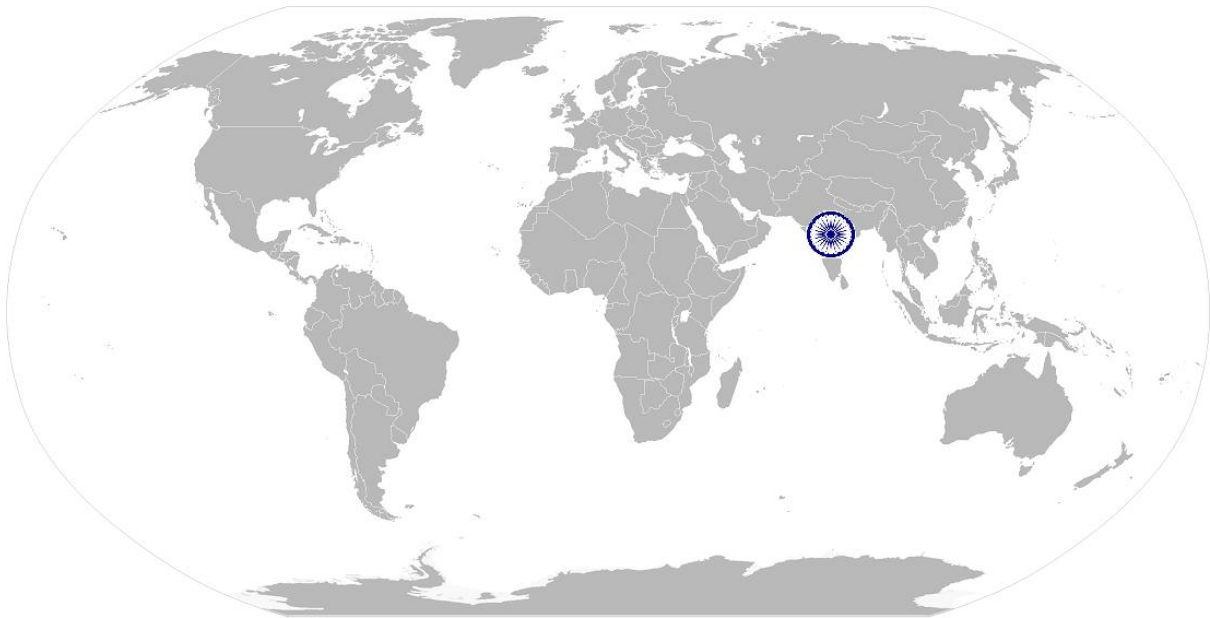
**Maintain area neat and tidy**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N0216</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>04/07/14</b>
<b>Industry Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>26/03/15</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>25/03/16</b>



# National Occupational Standard



## Overview

This unit is about removal, segregation and transportation of waste to collection/disposal point, as per company policy or standard procedure.

THC/N0217

Collect and dispose waste properly

National Occupational Standard

<b>Unit Code</b>	THSC/N0217
<b>Unit Title (Task)</b>	Collect and dispose waste properly
<b>Description</b>	This OS unit covers collection and disposal of waste properly which involves removal, segregation and transportation of waste to collection/disposal point, as per company policy or standard procedure
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Remove and segregate waste</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Removing and segregating waste</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. wear appropriate protective clothing as required for the waste involved</p> <p>PC2. remove waste from the areas cleaning safely and according to regulations, instructions and good practice</p> <p>PC3. collect waste according to instruction without causing any spillage or clutter</p> <p>PC4. sort out and segregate waste according to type, making sure it is handled safely</p> <p>PC5. reduce the volume of waste by breaking down, compressing or shredding as required</p> <p>PC6. pack waste and store in appropriate waste containers/ assigned bins</p> <p>PC7. clean the waste bins if dirty</p> <p>PC8. change waste bags regularly and promptly when full and to avoid foul smell</p> <p>PC9. keep waste areas and its contents clean, tidy and sanitized at all times</p> <p>PC10. make sure that sites of cleaning operations are clear of waste that is not to be left at the site</p> <p>PC11. make sure that waste containers are taken safely to the allocated collection point and made secure where necessary</p> <p>PC12. complete records to maintain a waste audit trail in line with the unit procedures</p> <p>PC13. identify and report problems associated with the collection and storage of waste according to company procedures</p> <p>PC14. follow the legal and regulatory requirements, health and safety, hygiene and environmental standards and instructions</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational</b>	The user/individual on the job needs to know and understand:

## THC/N0217

## Collect and dispose waste properly

<p><b>Context</b> (Knowledge of the company / organization and its processes)</p>	<p>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</p> <p>KA2. relevant occupational health and safety requirements applicable in the work place</p> <p>KA3. importance of working in clean and safe environment</p> <p>KA4. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA6. relevant people and their responsibilities within the work area</p> <p>KA7. escalation matrix and procedures for reporting work and employment related issues</p> <p>KA8. documentation and related procedures applicable in the context of employment and work</p> <p>KA9. importance and purpose of documentation in context of employment and work</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. relevant OH&amp;S procedures and guidelines concerning housekeeping operations</p> <p>KB2. different categories of waste and how they should be dealt with</p> <p>KB3. importance of handling waste safely</p> <p>KB4. the most appropriate method for reducing the volume of different</p> <p>KB5. types of waste and why this is important</p> <p>KB6. why different waste containers are used for different types of waste</p> <p>KB7. the reasons for keeping waste areas and its contents clean, tidy and sanitized at all times</p> <p>KB8. how regularly waste containers should be cleaned</p> <p>KB9. the main health and safety risks of waste disposal areas and how these can be prevented</p> <p>KB10. why it is important to keep a waste audit trail and who may need to refer to it</p> <p>KB11. what should be done in the event of a problem relating to waste disposal</p> <p>KB12. what personal protective equipment is required for the waste involved,</p> <p>KB13. where it can be obtained and why one should use it</p> <p>KB14. the hazards associated with typical waste from cleaning operations</p> <p>KB15. who to ask or where to find out what and where are the correct containers for the waste involved and why this is important</p> <p>KB16. why it is important to handle and dispose of the waste safely according to regulations and instructions and where to access this information</p> <p>KB17. where the allocated collection point for waste containers is</p> <p>KB18. why waste containers should be made secure</p> <p>KB19. application of relevant industrial regulations and requirements</p> <p>KB20. safe handling techniques for large items of debris</p> <p>KB21. the reasons why health care waste is segregated</p> <p>KB22. how to deal with spillages correctly</p>

THC/N0217

## Collect and dispose waste properly

	KB23. how to maintain the security of waste
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs relevant to housekeeping activities in the workplace SA2. interpret and follow operational instructions and prioritize work
	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. complete documentation as per work requirements
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. communicate effectively with guests SA5. interact with service providers and colleagues in respectful manner and in line with organizational protocol
<b>B. Professional Skills</b>	<b>Decision Making</b>
	NA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB1. plan, prioritize and sequence work operations as per job requirements SB2. organize and analyze information relevant to work
	<b>Customer Centricity</b>
	NA
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB3. think through the problem, evaluate the possible solution(s) and suggest an optimum / best possible solution(s) SB4. identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
NA	
<b>Critical Thinking</b>	

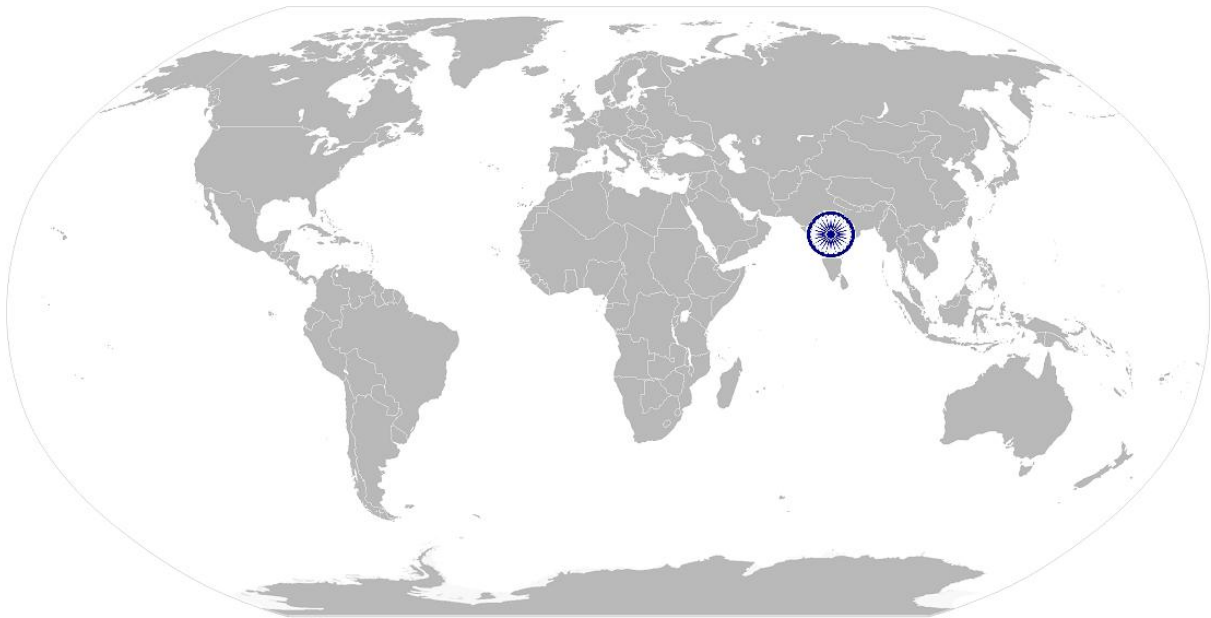
# NOS

National Occupational Standards

THC/N0217

Collect and dispose waste properly

	NA
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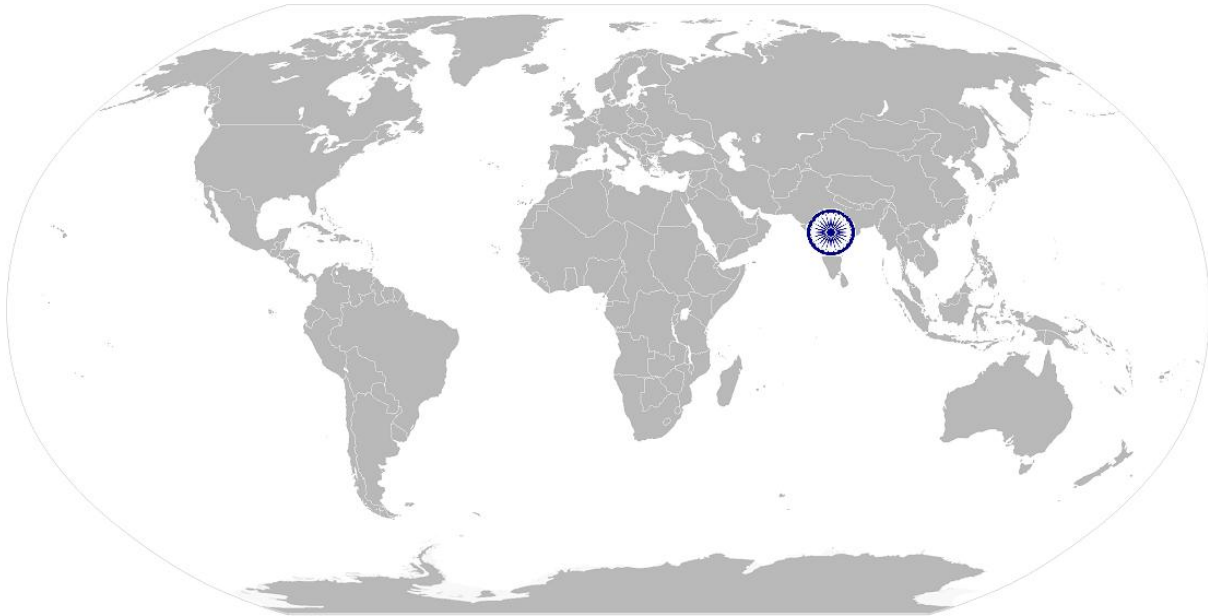


**THC/N0217**

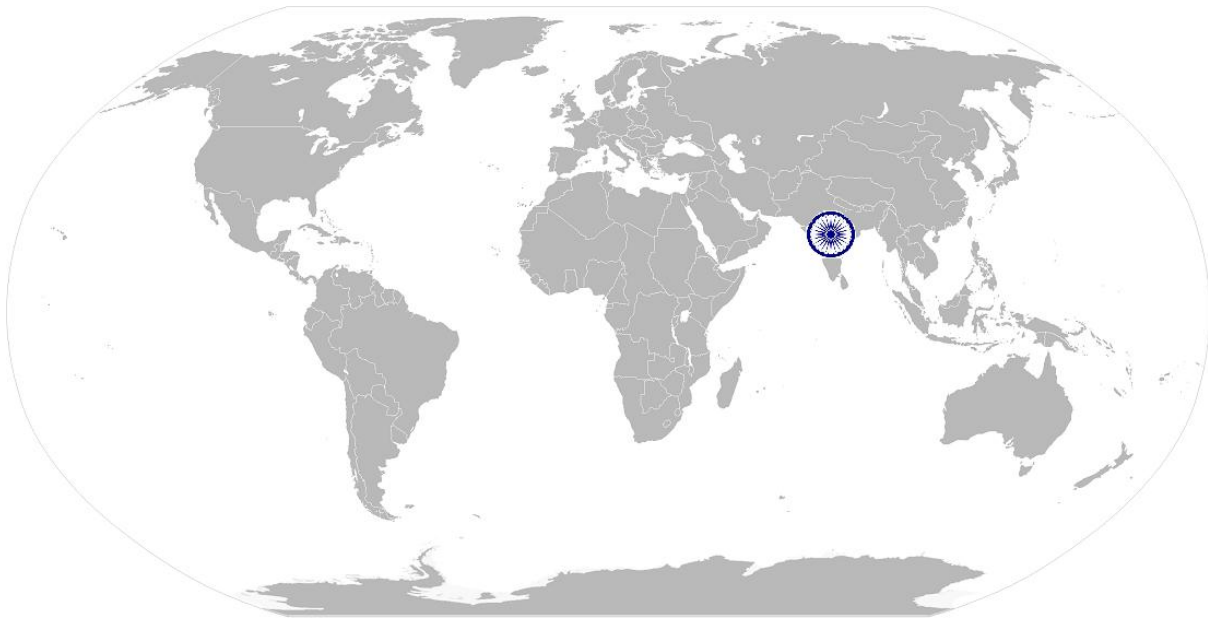
**Collect and dispose waste properly**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N0217</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>04/07/14</b>
<b>Industry Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>26/03/15</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>25/03/16</b>



# National Occupational Standard



## Overview

This unit is about undertakings housekeeping activities in the pantry/kitchen and canteen area which includes cleaning the equipment, as per standard procedures.

## THC/N0218

## Clean pantry and canteen area

<b>Unit Code</b>	<b>THC/N0218</b>
<b>Unit Title (Task)</b>	<b>Clean pantry and canteen area</b>
<b>Description</b>	This OS unit is about undertaking housekeeping activities in the pantry/kitchen and canteen area which includes cleaning the equipment, as per standard procedures
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Clean canteen/ kitchen area</li> <li>• Complete assigned housekeeping duties and reporting</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Cleaning canteen/ kitchen area</b>	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> <li>PC1. identify and assess different kinds of surfaces and equipment to be cleaned such as pot washing area, dishes area, still areas, waste disposal area, storage areas, serving areas and trolley and delivering areas, oven, kitchen chimney, appliances, etc.</li> <li>PC2. apply cleaning agents as per surface area</li> <li>PC3. ensure all electrical switches for equipment are switched off before cleaning</li> <li>PC4. clean different accessories of the kitchen using standard operating procedures as per the establishment requirements and without any damage</li> <li>PC5. clean canteen floor, tables and chairs without leaving any food or spillage on the floor</li> <li>PC6. mop the area meant for drinking water frequently and replenish glasses and water as and when needed</li> <li>PC7. perform cleaning of equipment, as per the standard operating procedures or manufacturers guidelines</li> <li>PC8. ensure clearing of any spillage</li> <li>PC9. inform first-line supervisor for any replacements or dangers identified in the kitchen</li> <li>PC10. ensure hygiene as per unit procedures</li> <li>PC11. collect kitchen waste &amp; garbage for disposal, as per establishment procedures</li> </ul>
<b>Completing assigned housekeeping duties and reporting</b>	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> <li>PC12. conduct assigned housekeeping duties are conducted following workplace procedures and ensure removal of waste</li> <li>PC13. notify maintenance requirements of any damaged items to appropriate personnel</li> </ul>

THC/N0218

## Clean pantry and canteen area

	<p>PC14. complete and ensure checklists and records for housekeeping duties are maintained</p> <p>PC15. check work areas to ensure required workplace standards are met</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</p> <p>KA2. relevant occupational health and safety requirements applicable in the work place</p> <p>KA3. importance of working in clean and safe environment</p> <p>KA4. own job role and responsibilities</p> <p>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA6. relevant people and their responsibilities within the work area</p> <p>KA7. escalation matrix and procedures for reporting work and employment related issues</p> <p>KA8. documentation and related procedures applicable in the context of employment and work</p> <p>KA9. importance and purpose of documentation in context of employment and work</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. relevant OH&amp;S procedures and guidelines concerning housekeeping operations</p> <p>KB2. workplace and servicing procedures &amp; policies for carrying out housekeeping tasks in the workplace</p> <p>KB3. risks when carrying out housekeeping tasks and related precautions to control accidents</p> <p>KB4. housekeeping standards required in the workplace</p> <p>KB5. site layout and obstacles</p> <p>KB6. storage, service and upkeep procedure for housekeeping equipments and consumables</p> <p>KB7. application of relevant industrial regulations and requirements</p> <p>KB8. different methods of removing waste and debris and how to choose the right one</p> <p>KB9. types of the container in which to put waste and debris</p> <p>KB10. safe handling techniques for large items of debris</p> <p>KB11. range of cleaning agents and equipment available and how to choose the right one for different types of dirt and surfaces</p> <p>KB12. how to mix cleaning solutions correctly and safely and importance of following manufacturers' instructions</p> <p>KB13. various kinds of equipment used in the kitchen &amp; their handling while cleaning</p> <p>KB14. ways to handle electrical connections while cleaning kitchen equipment</p>

THC/N0218

## Clean pantry and canteen area

	KB15. how to plug and unplug while cleaning electrical equipment KB16. precautions for handling kitchen equipment KB17. different kinds of bins available for garbage disposal KB18. how to segregate garbage for disposal as per guidelines and procedures KB19. how to cover, clean and where to keep the garbage bins
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs relevant to housekeeping activities in the workplace SA2. interpret and follow operational instructions and prioritize work
	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. complete documentation as per work requirements
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. communicate effectively with others when carrying out housekeeping tasks SA5. discuss task lists, schedules, and work-loads with co-workers, check and clarify task-related information SA6. communicate with people in respectful form and manner in line with organizational protocol SA7. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	NA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB1. plan, prioritize and sequence work operations as per job requirements SB2. organize and analyse information relevant to work SB3. taking responsibility for own work outcomes SB4. time management adherence to work timings, dress code and other organizational policies SB5. importance of following laid down rules, procedures, instructions and policies SB6. managing conflicts and distractions to be disciplined at work

## THC/N0218

### Clean pantry and canteen area

	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB7. manage relationships with co-workers
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. think through the problem, evaluate the possible solution(s) and suggest an optimum / best possible solution(s) SB9. identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	NA
	<b>Critical Thinking</b>
	NA

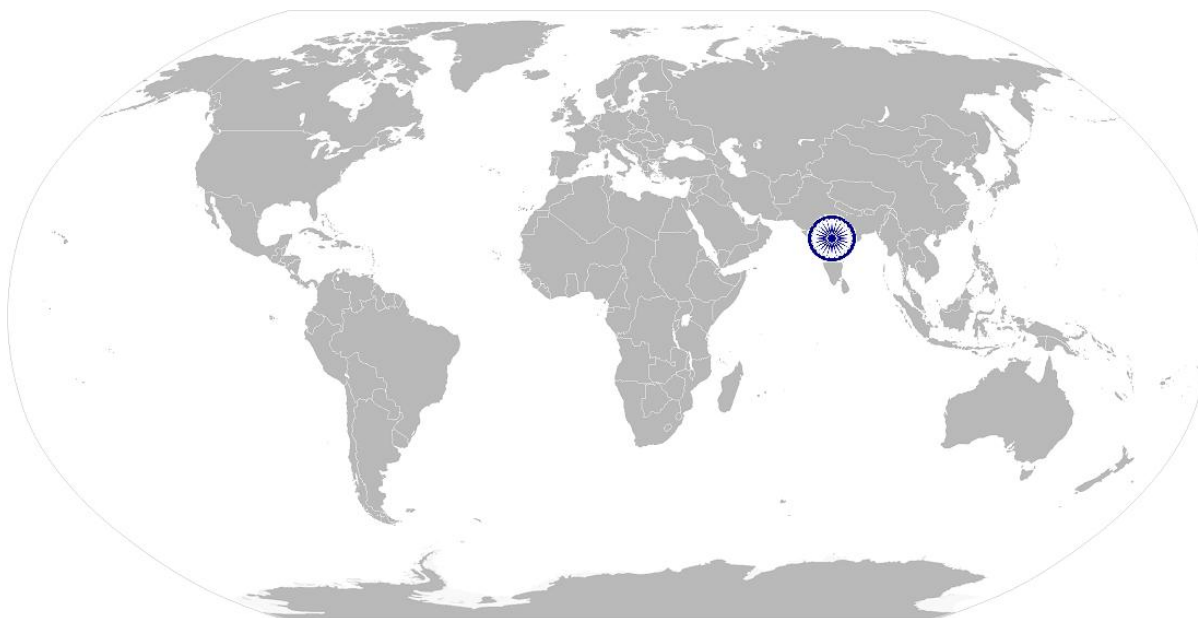


**THC/N0218**

**Clean pantry and canteen area**

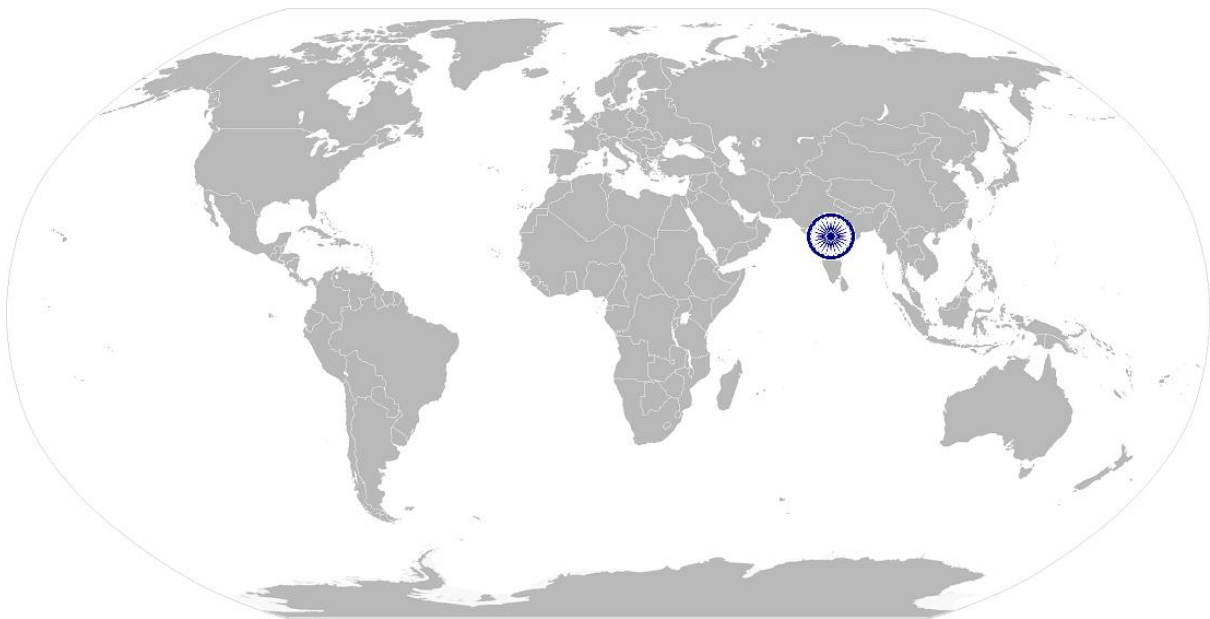
## NOS Version Control

<b>NOS Code</b>	<b>THC/N0218</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>04/07/14</b>
<b>Industry Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>26/03/15</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>25/03/16</b>





# National Occupational Standard



## Overview

This unit is about reporting, recording and preparation of required documentation such as checklists, status reports, inventory reports as per organization's housekeeping procedures.

## THC/N0207

## Report, record and prepare documentation

<b>Unit Code</b>	<b>THC/N0207</b>
<b>Unit Title (Task)</b>	<b>Report, record and prepare documentation</b>
<b>Description</b>	This OS unit is about reporting, recording and preparation of required documentation such as checklists, status reports, inventory reports as per organization's housekeeping procedures.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Fill up checklists and registers as per procedure</li> <li>• Record escalations and unresolved problems in the log book</li> <li>• Prepare reports and documents</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Filling up checklists and registers as per procedure</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. fill up checklists for assigned work areas to record status of work as per procedure and timelines prescribed</p> <p>PC2. fill up checklists for equipment and machines provided for serviceability and maintenance</p> <p>PC3. fill up register or requisition for requirement of housekeeping supplies</p> <p>PC4. fill up register to record attendance as per duty roster</p> <p>PC5. fill up description of work carried out during the shift</p> <p>PC6. record unfinished tasks in the log book</p> <p>PC7. record deviations from the SOP, if any, in the log book</p> <p>PC8. report any lost and found belongings</p> <p>PC9. report any incidents and accidents which need to be brought to the notice of superiors</p> <p>PC10. ensure that the report draws valid conclusions from the presented data</p> <p>PC11. adopt the most suitable method of presentation</p>
<b>Recording escalations and unresolved problems in the log book</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC12. record unresolved issues and other escalations in the log book</p> <p>PC13. record jobs related problems to supervisor for support</p> <p>PC14. monitor the problem and keep the supervisor informed about progress or any delays in resolving the problem</p> <p>PC15. refer the problem to a competent internal specialist if it cannot be resolved</p>
<b>Preparing reports and documents</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC16. prepare regular reports and documents as required by organization's procedures e.g. Occupancy report, duty roster, etc., as per organisation's policy</p> <p>PC17. prepare special reports as required from time to time by the management, e.g. monthly consumption report of amenities etc.</p>

## THC/N0207

### Report, record and prepare documentation

	<p>PC18. ensure that the report includes all necessary information and is accurate, clear and concise</p> <p>PC19. ensure the presentation of results conforms to relevant procedures carried out</p> <p>PC20. present the report to the relevant people within agreed timescales, using appropriate templates and formats</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</p> <p>KA2. relevant occupational health and safety requirements applicable in the work place</p> <p>KA3. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>KA4. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA5. relevant people and their responsibilities within the work area</p> <p>KA6. escalation matrix and procedures for reporting work and employment related issues</p> <p>KA7. documentation and related procedures applicable in the context of work</p> <p>KA8. importance and purpose of documentation in context of work</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. personal responsibilities with regard to health, safety and the environment in the working area</p> <p>KB2. approved codes of practice and why it is important to follow them</p> <p>KB3. what constitutes complete and valid data</p> <p>KB4. procedures can be used for identifying deviations</p> <p>KB5. what level of accuracy is required</p> <p>KB6. what units of measurement are required</p> <p>KB7. procedures for recording correct data</p> <p>KB8. likely or expected outcomes</p> <p>KB9. how to recognize anomalies in the data against procedures and standards</p> <p>KB10. what is a checklist and what are the various elements of a checklist</p> <p>KB11. how to fill in a checklist</p> <p>KB12. what presentational methods can be used and how reports are sent</p> <p>KB13. relevant people in the organization</p> <p>KB14. what documentation should be used and why it is important to complete it accurately</p> <p>KB15. tasks carried out by various departments in the organization</p> <p>KB16. escalation matrix and protocol to be followed for escalations</p> <p>KB17. roles and responsibilities of various people in the escalation matrix/ authorized person</p>

## THC/N0207

## Report, record and prepare documentation

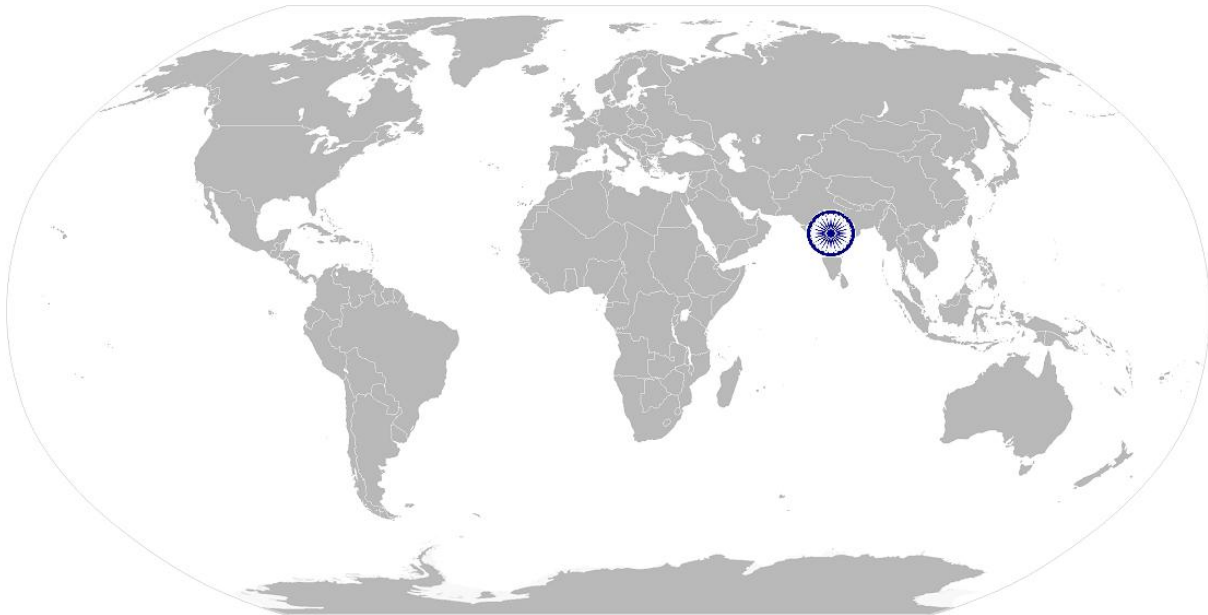
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs SA2. interpret and follow operational instructions and prioritise work
	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. complete documentation related accurately
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. follow instructions accurately SA5. use questioning to minimize misunderstandings SA6. communicate with people in respectful form and manner in line with organizational protocol SA7. discuss task lists, schedules, and work-loads with co-workers SA8. check and clarify task-related information SA9. use gestures or simple words to communicate where language barriers exist
<b>B. Professional Skills</b>	<b>Decision Making</b>
	NA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB1. plan, prioritize and sequence work operations as per job requirements SB2. organize and analyse information relevant to work SB3. take responsibility for own work outcomes SB4. adherence to work timings, dress code and other organizational policies SB5. follow laid down rules, procedures, instructions and policies SB6. exercise restraint during conflicting situations SB7. avoid and manage distractions to be disciplined at work SB8. time management for achieving better results
	<b>Customer Centricity</b>
	NA
	<b>Problem Solving</b>
	NA
	<b>Analytical Thinking</b>
	NA
<b>Critical Thinking</b>	
	The user/individual on the job needs to know and understand how to: SB9. undertake on-the-job training and development interventions and assessment SB10. seek to improve and modify own work practices

**THC/N0207**

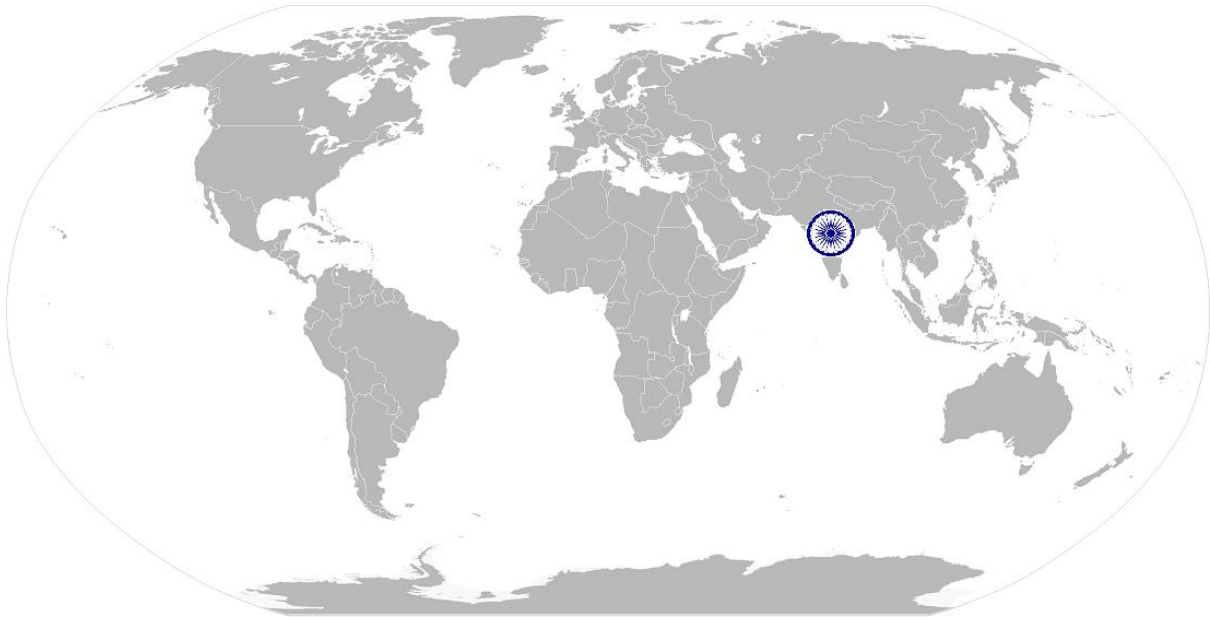
**Report, record and prepare documentation**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N0207</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>04/07/14</b>
<b>Industry Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>26/03/15</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>25/03/16</b>



# National Occupational Standard



## Overview

This unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow.

## THC/N9901

## Communicate with customer and colleagues

<b>Unit Code</b>	<b>THC/N9901</b>
<b>Unit Title (Task)</b>	<b>Communicate with customer and colleagues</b>
<b>Role Description</b>	This OS unit is about communicating effectively with superiors, colleagues and customer to achieve a smooth workflow
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Interact with superior</li> <li>• Communicate with colleagues</li> <li>• Communicate effectively with customers</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Interacting with superior</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. receive job order and instructions from reporting superior</p> <p>PC2. understand the work output requirements, targets, performance indicators and incentives</p> <p>PC3. deliver quality work on time and report any anticipated reasons for delays</p> <p>PC4. escalate unresolved problems or complaints to the relevant senior</p> <p>PC5. communicate maintenance and repair schedule proactively to the superior</p> <p>PC6. receive feedback on work standards</p> <p>PC7. document the completed work schedule and handover to the superior</p>
<b>Communicating with colleagues</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC8. exhibit trust, support and respect to all the colleagues in the workplace</p> <p>PC9. aim to achieve smooth workflow</p> <p>PC10. help and assist colleagues with information and knowledge</p> <p>PC11. seek assistance from the colleagues when required</p> <p>PC12. identify the potential and existing conflicts with the colleagues and resolve</p> <p>PC13. pass on essential information to other colleagues on timely basis</p> <p>PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues</p> <p>PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work</p> <p>PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues</p> <p>PC17. highlight any errors of colleagues, help to rectify and ensure quality output</p> <p>PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance</p>



## THC/N9901

### Communicate with customer and colleagues

<p><b>Communicating effectively with customers</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC19. ask more questions to the customers and identify their needs</p> <p>PC20. possess strong knowledge on the product, services and market</p> <p>PC21. brief the customers clearly</p> <p>PC22. communicate with the customers in a polite, professional and friendly manner</p> <p>PC23. build effective but impersonal relationship with the customers</p> <p>PC24. ensure the appropriate language and tone are used to the customers</p> <p>PC25. listen actively in a two way communication</p> <p>PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.</p> <p>PC27. understand the customer expectations correctly and provide the appropriate products and services</p> <p>PC28. understand the customer dissatisfaction and address to their complaints effectively</p> <p>PC29. maintain a positive, sensible and cooperative manner all time</p> <p>PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers</p> <p>PC31. avoid interrupting the customers while they talk</p> <p>PC32. ensure to avoid negative questions and statements to the customers</p> <p>PC33. inform the customers on any issues or problems before hand and also on the developments involving them</p> <p>PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.</p> <p>PC35. develop good rapport with the customers and promote suitable products and services</p> <p>PC36. seek feedback from the customers on their understanding to what was discussed</p> <p>PC37. explain the terms and conditions clearly</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on personnel management, effective team work at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. methods for effective communication with various categories of people and the different departments in the organization</p>



## THC/N9901

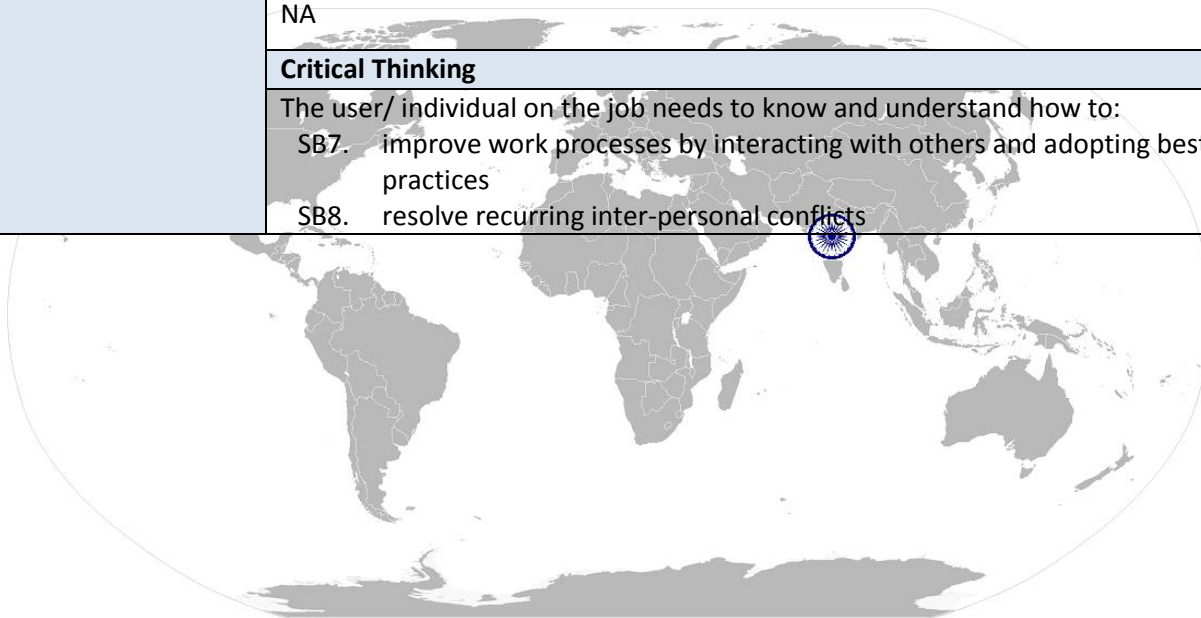
### Communicate with customer and colleagues

	<p>KB2. significance of team coordination and productivity targets of the organisation</p> <p>KB3. how to record the job activity as required on various types of documents</p> <p>KB4. how to use computer or smart phone to communicate effectively and productively</p> <p>KB5. significance of helping colleagues with specific issues and problems</p> <p>KB6. importance of meeting quality and time standards as a team</p> <p>KB7. how to practice effective listening</p> <p>KB8. communicate effectively with customers</p> <p>KB9. effective use of voice tone and pitch for communication</p> <p>KB10. how to demonstrate ethics and convey discipline to the customers</p> <p>KB11. how to build effective working relationship with mutual trust and respect within the team</p> <p>KB12. importance of dealing with grievances effectively and in time</p>
<b>Skills (S)</b>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Reading Skills</b></p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read job sheets, company policy documents and information displayed at the workplace</p> <p>SA2. read notes/comments from the supervisor</p>
	<p><b>Writing Skills</b></p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. fill up documentation pertaining to job requirement</p>
<p><b>B. Professional Skills</b></p>	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. interact with team members to work efficiently</p> <p>SA5. communicate effectively with superior to achieve smooth workflow</p> <p>SA6. communicate effectively with the customers to build a good rapport with them</p> <p>SA7. use language that the customer or colleague understands</p> <p>SA8. use the communications systems of the company, e.g., telephone, fax, public announcement systems</p> <p>SA9. E-mail and use Internet for communicating</p> <p>SA10. use of audio-visual aids to communicate complex issues</p>
	<p><b>Decision Making</b></p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. spot and communicate potential areas of disruptions to work process and report the same</p> <p>SB2. report to supervisor and deal with a colleague individually, depending on the type of concern</p>
	<p><b>Plan and Organize</b></p>

## THC/N9901

### Communicate with customer and colleagues

	NA
	<b>Customer Centricity</b>
	NA
	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand how to: SB3. coordinate with different departments and multi-task as necessary SB4. contribute to quality of team work and achieve smooth workflow SB5. share work load as required SB6. delegate work in consultation with superior or as necessary instead of allowing work to pile up
	<b>Analytical Thinking</b>
	NA
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB7. improve work processes by interacting with others and adopting best practices SB8. resolve recurring inter-personal conflicts



**THC/N9901**

**Communicate with customer and colleagues**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N9901</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>15/03/2015</b>
<b>Industry Sub-sector</b>	<ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Travel and Tours</li> <li>3. Restaurants</li> <li>4. Facility Management</li> <li>5. Cruise Liners</li> </ol>	<b>Last reviewed on</b>	<b>26/03/2015</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>26/03/2016</b>

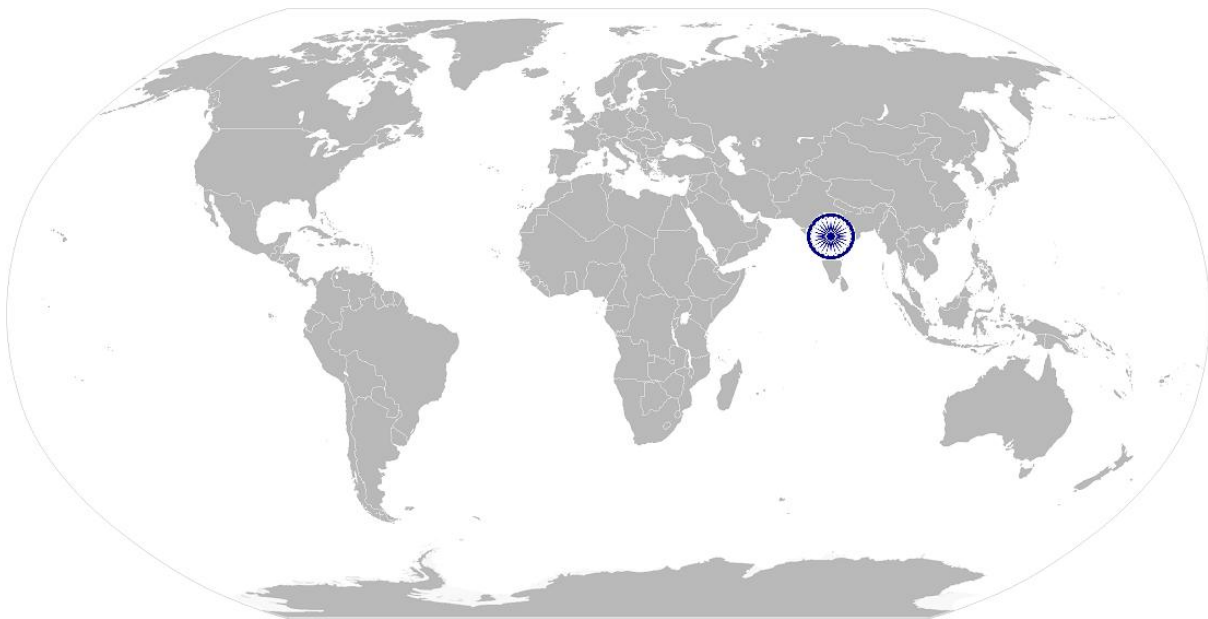


THC/N9903

Maintain standard of etiquette and hospitable conduct

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# National Occupational Standard



## Overview

This unit is about maintaining standard etiquette at workplace and achieving customer satisfaction

## THC/N9903

## Maintain standard of etiquette and hospitable conduct

<b>Unit Code</b>	THC/N9903
<b>Unit Title (Task)</b>	Maintain standard of etiquette and hospitable conduct
<b>Description</b>	This OS unit is about maintaining standard etiquette at workplace and achieving customer satisfaction
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Follow behavioural, personal and telephone etiquettes</li> <li>Treat customers with high degree of respect and professionalism</li> <li>Achieve customer satisfaction</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Following behavioural, personal and telephone etiquettes</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival</p> <p>PC2. welcome the customers with a smile</p> <p>PC3. ensure to maintain eye contact</p> <p>PC4. address the customers in a respectable manner</p> <p>PC5. do not eat or chew while talking</p> <p>PC6. use their names as many times as possible during the conversation</p> <p>PC7. ensure not to be too loud while talking</p> <p>PC8. maintain fair and high standards of practice</p> <p>PC9. ensure to offer transparent prices</p> <p>PC10. maintain proper books of accounts for payment due and received</p> <p>PC11. answer the telephone quickly and respond back to mails faster</p> <p>PC12. ensure not to argue with the customer</p> <p>PC13. listen attentively and answer back politely</p> <p>PC14. maintain personal integrity and ethical behaviour</p> <p>PC15. dress professionally</p> <p>PC16. deliver positive attitude to work</p> <p>PC17. maintain well groomed personality</p> <p>PC18. achieve punctuality and body language</p> <p>PC19. maintain the social and telephonic etiquette</p> <p>PC20. provide small gifts as token of appreciation and thanks giving to the customer</p> <p>PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism</p> <p>PC22. demonstrate responsible and disciplined behaviours at the workplace</p> <p>PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict</p>
<b>Treating customers with high degree of</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC24. use appropriate titles and terms of respect to the customers</p> <p>PC25. use polite language</p>

## THC/N9903

## Maintain standard of etiquette and hospitable conduct

<b>respect and professionalism</b>	<p>PC26. maintain professionalism and procedures to handle customer grievances and complaints</p> <p>PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility</p> <p>PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette</p> <p>PC29. provide special attention to the customer at all time</p>
<b>Achieving customer satisfaction</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC30. achieve 100% customer satisfaction on a scale of standard</p> <p>PC31. gain customer loyalty</p> <p>PC32. enhance brand value of company</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on behavioural etiquette and professionalism</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. significance of professional and polite etiquette and behaviour</p> <p>KB2. the need and reason for achieving customer satisfaction</p> <p>KB3. procedural behavioural patterns framed by the organisation</p> <p>KB4. methods for gaining customer satisfaction</p> <p>KB5. standard operating procedure and service quality standards</p> <p>KB6. measure of customer satisfaction</p> <p>KB7. significance of brand enhancement via word-of-mouth</p> <p>KB8. the hospitality and tourism environment</p> <p>KB9. company's growth strategy and productivity targets</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The individual on the job needs to know and understand:</p> <p>SA1. how to read job sheets, company policy documents and information displayed at the workplace</p> <p>SA2. how to read notes and comments from the supervisor or customer</p>
	<b>Writing Skills</b>
	<p>The individual on the job needs to know and understand:</p> <p>SA3. how to fill up documentation pertaining to job requirement</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The individual on the job needs to know and understand:</p>	

## THC/N9903

### Maintain standard of etiquette and hospitable conduct

	SA4. how to interact with team members to work efficiently SA5. how to communicate effectively with the customers by building a rapport with them and maintaining the etiquette SA6. how to avoid 'Self Reference Criterion' effect while interacting with guests
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/ individual on the job needs to know and understand: SB1. how to spot and report potential areas of disruption to work process SB2. how to address the complaints and handle dissatisfied customers
	<b>Plan and Organize</b>
	NA
	<b>Customer Centricity</b>
	NA
	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand: SB3. how to coordinate with different departments to achieve smooth workflow SB4. contribution to quality of customer satisfaction via team work SB5. how to share work load as required
	<b>Analytical Thinking</b>
	NA
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand: SB6. how to improve work processes by interacting with customers SB7. how to adopt suggested best practices SB8. how to resolve recurring inter-personal conflicts SB9. how to address or escalate recurring problems reported by customers SB10. measure performance against company's standards SB11. motivate self and colleagues to work effectively given the boundaries of organisational structure, infrastructure and personnel management SB12. use the authority, power and politics issues to serve customer effectively



**THC/N9903**

**Maintain standard of etiquette and hospitable conduct**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N9903</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>15/03/2015</b>
<b>Industry Sub-sector</b>	<ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Travel and Tours</li> <li>3. Restaurants</li> <li>4. Facility Management</li> <li>5. Cruise Liners</li> </ol>	<b>Last reviewed on</b>	<b>26/03/2015</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>26/03/2016</b>



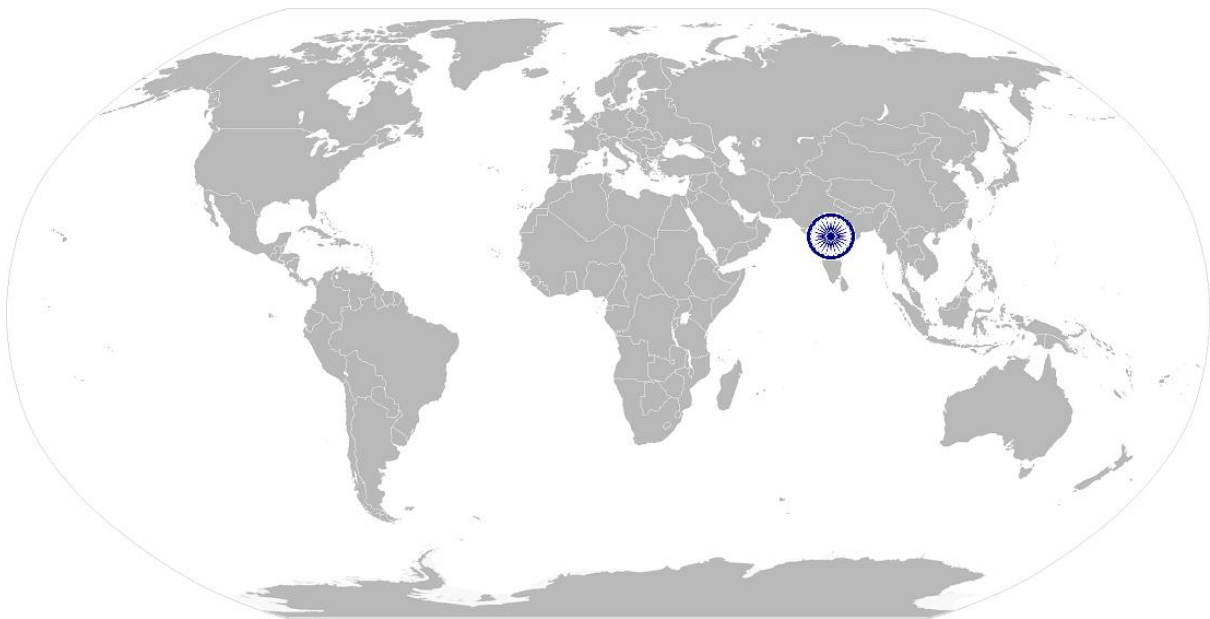


THC/N9904

Follow gender and age sensitive service practices

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# National Occupational Standard



## Overview

This unit is about following gender sensitivity for treating different genders and age groups of tourists or local customers such as women, men, children and senior citizens by offering them service as per their typical and collective requirements as well as treating women with respect and ensuring personal and material security and at all times.

## THC/N9904

## Follow gender and age sensitive service practices

National Occupational Standard	<b>Unit Code</b>	THC/N9904
	<b>Unit Title (Task)</b>	Follow gender and age sensitive service practices
	<b>Description</b>	This OS unit is about following gender and age sensitivity practices by treating the women, men, children and senior citizens equally and offering them service as per their unique and collective requirements as well as treating women with respect and ensuring personal and material security at all times
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Educate customer on specific facilities and services available for different categories of customers</li> <li>• Provide gender and age specific services as per their unique and collective requirements</li> <li>• Follow standard etiquette with women at workplace</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>	
<b>Educating customer on specific facilities and services available</b>	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> <li>PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them</li> <li>PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff</li> <li>PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance</li> <li>PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline</li> <li>PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.</li> <li>PC6. maintain compliant behavioural etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.</li> <li>PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment</li> <li>PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties</li> </ul>	
<b>Providing different age and gender specific customer service</b>	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> <li>PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged</li> <li>PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others</li> <li>PC11. coordinate with team to meet these unique needs, also keeping in mind their</li> </ul>	

## THC/N9904

### Follow gender and age sensitive service practices

	<p>diverse cultural backgrounds</p> <p>PC12. provide entertainment programs and events suited for the children tourists</p> <p>PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies</p> <p>PC14. arrange for transport and equipment as required by senior citizens</p> <p>PC15. ensure availability of medical facilities and doctor</p>
<p><b>Following standard etiquette with women at workplace</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace</p> <p>PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.</p> <p>PC18. involve women in the decision making processes and management professions</p> <p>PC19. avoid specific discrimination and give women their due respect</p> <p>PC20. motivate the women in the work place towards utilizing their skills</p> <p>PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them</p> <p>PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues</p> <p>PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.</p> <p>PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.</p> <p>PC25. ensure safety and security of women at all levels</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on gender sensitive service practices at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. gender specific requirements of different types of customer</p> <p>KB2. specific requirements of different age-groups of customers</p> <p>KB3. safety measures and procedures available for female colleagues and customers</p> <p>KB4. how to educate female customers and colleagues on available facilities so that they feel safe and secure</p> <p>KB5. helpline numbers</p>

## THC/N9904

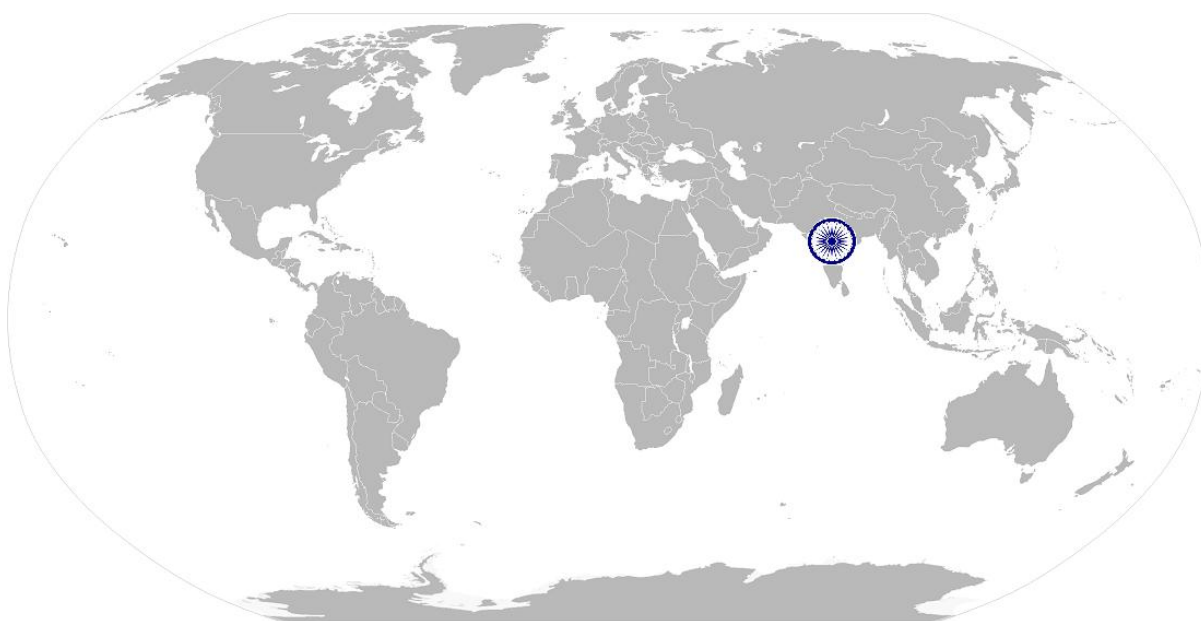
### Follow gender and age sensitive service practices

	<p>KB6. process of handling and reporting abuse</p> <p>KB7. how to be vigilant for breach of safety at smallest level</p> <p>KB8. how to maintain customers' and colleagues' safety without making the environment threatening</p> <p>KB9. different types of potential security threats to domestic and international tourists</p> <p>KB10. standard procedures to be followed in the event of terrorist attack</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read job sheets, company policy documents and information displayed at the workplace</p> <p>SA2. read notes/comments from the supervisor</p>
	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. fill up documentation pertaining to safety maintenance requirements</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. communicate effectively with the customers building a good servicing rapport with them while maintaining the etiquette</p> <p>SA5. communicate with the women at workplace and the customers with respect</p>	
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. decide on the methods to protect and safeguard the security of women in the workplace and the clientele</p> <p>SB2. address the complaints and handle dissatisfied customers</p>
	<b>Plan and Organize</b>
	<p>NA</p>
	<b>Customer Centricity</b>
	<p>NA</p>
	<b>Problem Solving</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB3. coordinate with different departments and work as team</p> <p>SB4. contribute to quality of team work and achieve smooth workflow</p> <p>SB5. share work load as required</p>
<b>Analytical Thinking</b>	
<p>NA</p>	
<b>Critical Thinking</b>	

## THC/N9904

### Follow gender and age sensitive service practices

	<p>The user/ individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SB6. improve work processes by interacting with customers and adopting best practices</li> <li>SB7. resolve recurring problems based on the complaints received from women customers and at the workplace</li> <li>SB8. different acceptable standards of behaviour in different cultures and societies to which customers belong</li> <li>SB9. help create enjoyable guest experience by accepting their social behaviour standards even if they may be different from own standards</li> <li>SB10. how to avoid negative behaviours accepted by peer groups that may affect work environment</li> </ul>
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**THC/N9904**

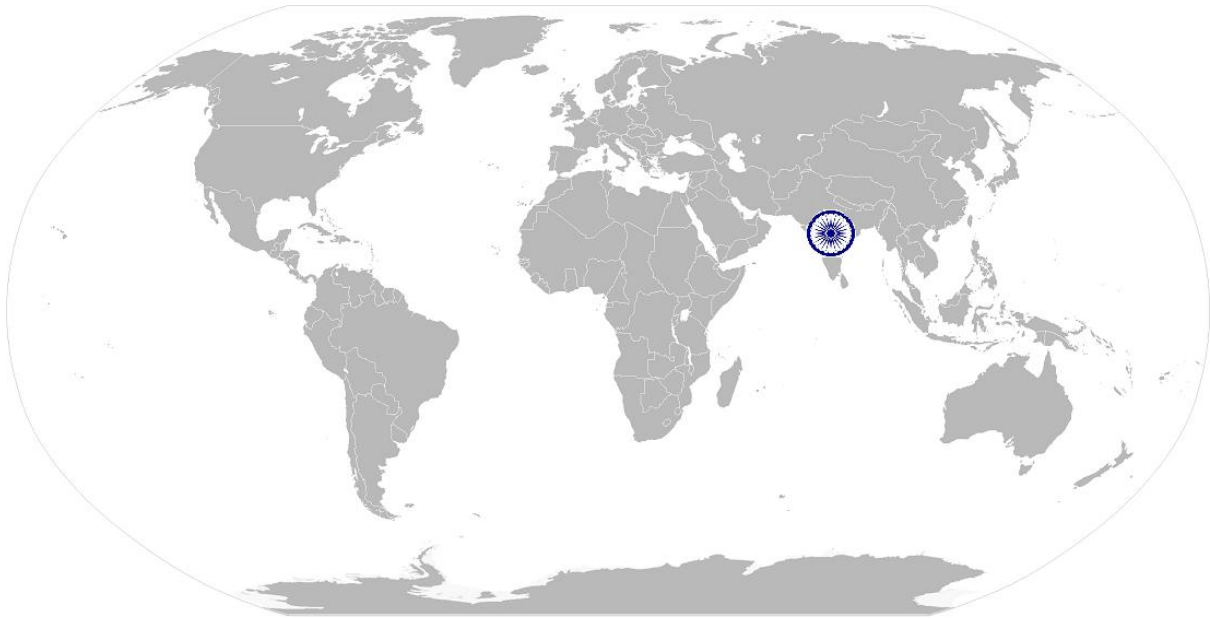
**Follow gender and age sensitive service practices**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N9904</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>15/03/2015</b>
<b>Industry Sub-sector</b>	<ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Travel and Tours</li> <li>3. Restaurants</li> <li>4. Facility Management</li> <li>5. Cruise Liners</li> </ol>	<b>Last reviewed on</b>	<b>26/03/2015</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>26/03/2016</b>



# National Occupational Standard



## Overview

This unit is about maintaining hygiene and health at tourist spots, hospitality units, roadside eateries and retail shops, restaurants, office units, conventions and events, cruise liners, commercial spaces and recreation centres.



## THC/N9906

## Maintain health and hygiene

<b>Unit Code</b>	THC/N9906
<b>Unit Title (Task)</b>	Maintain health and hygiene
<b>Description</b>	This OS unit is about maintaining hygiene and community health at tourist spots, hospitality units, roadside eateries and retail shops, restaurants, office units, conventions and events, cruise liners, commercial spaces and recreation centres
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure cleanliness around workplace in hospitality and tourist areas</li> <li>• Follow personal hygiene practices</li> <li>• Take precautionary health measures</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Ensuring cleanliness around workplace</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. keep the workplace regularly clean and cleared-off of food waste or other litter</p> <p>PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal</p> <p>PC3. ensure that the trash cans or waste collection points are cleared everyday</p> <p>PC4. arrange for regular pest control activities at the workplace</p> <p>PC5. to maintain records for cleanliness and maintenance schedule</p> <p>PC6. ensure the workplace is well ventilated with fresh air supply</p> <p>PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well</p> <p>PC8. ensure the workplace is provided with sufficient lighting</p> <p>PC9. ensure clean work environment where food is stored, prepared, displayed and served</p> <p>PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc.</p> <p>PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning</p> <p>PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids</p> <p>PC13. ensure to clean the store areas with appropriate materials and procedures</p> <p>PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal</p>
<b>Following personal hygiene practices</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC15. wash hands on a regular basis, particularly on touching any dirty surfaces, before and after handling food, after using the toilet, etc.</p>



## THC/N9906

## Maintain health and hygiene

	<p>PC16. ensure to wash hands using suggested material such as soap, one use disposable tissue, warm water, etc.</p> <p>PC17. wash the cups, glasses or other cutlery clean before and after using them</p> <p>PC18. ensure to maintain personal hygiene of daily bath, clean clothing and uniform, footwear, head gear, cutting nails, healthy diet, using deodorant, etc.</p> <p>PC19. ensure to maintain dental hygiene in terms of brushing teeth every day, using mouthwash regularly, using mouth freshener after eating, avoiding smoke at workplace, etc.</p> <p>PC20. ensure no cross contaminations of items such as linen, towels, utensils, etc. occurs in the workplace</p>
<p><b>Taking precautionary health measures</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC21. report on personal health issues related to injury, food, air and infectious diseases</p> <p>PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people</p> <p>PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing</p> <p>PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes</p> <p>PC25. ensure to use single use tissue and dispose these tissues immediately</p> <p>PC26. coordinate for the provision of adequate clean drinking water</p> <p>PC27. ensure to get appropriate vaccines regularly</p> <p>PC28. avoid serving adulterated or contaminated food</p> <p>PC29. undergo preventive health check-ups at regular intervals</p> <p>PC30. take prompt treatment from the doctor in case of illness</p> <p>PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on health and hygiene at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. food safety and hygiene standards as stipulated by FSSAI, HACCP and ISO 22000</p> <p>KB2. health risks to the worker or customer</p> <p>KB3. healthy work practices</p> <p>KB4. equipment and hand swab tests</p> <p>KB5. internal hygiene-audit tests</p> <p>KB6. personal protective equipment to be worn and care</p>

THC/N9906

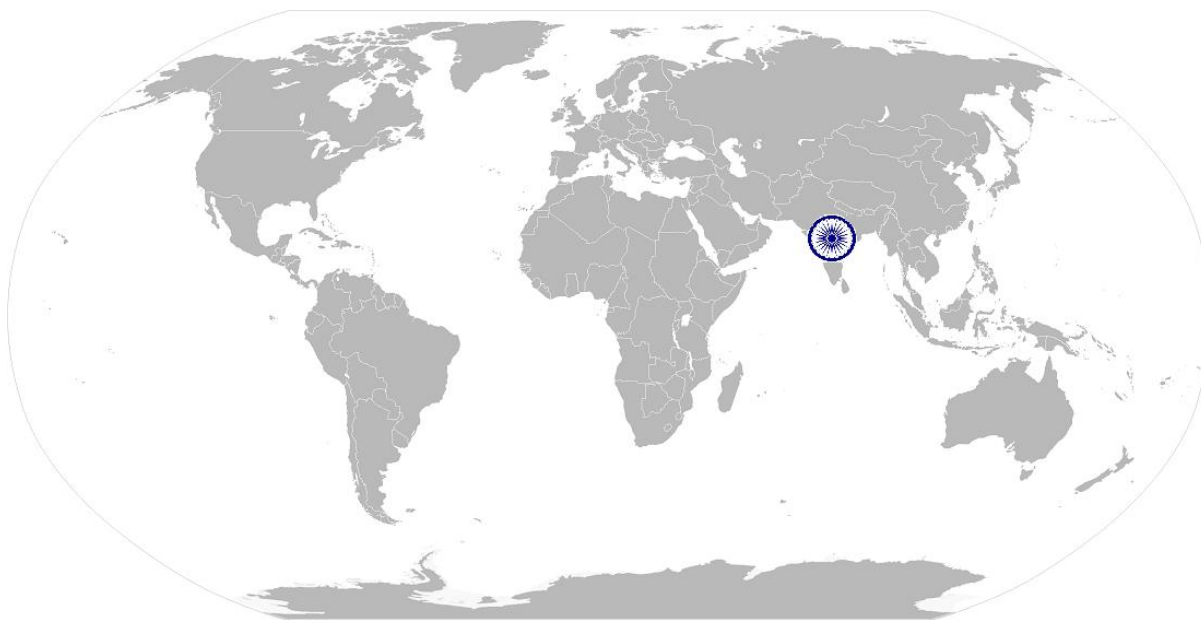
## Maintain health and hygiene

	<p>KB7. purpose and usage of protective gears such as gloves , protective goggles, masks, etc. while working</p> <p>KB8. acceptable ventilation standards</p> <p>KB9. technical layout standards and placements of equipment</p> <p>KB10. safe disposal methods for waste</p> <p>KB11. compliance norms for established health and hygiene procedures at workplace</p> <p>KB12. safe handling of chemicals</p> <p>KB13. standard material handling procedure</p> <p>KB14. standard operating procedure (SOP) for maintaining cleanliness and checklists</p> <p>KB15. precautionary rules to follow for maintaining health and hygiene</p> <p>KB16. municipal or community rules for handling and disposing-off waste</p>
<b>Skills (S)</b>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Reading Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read and interpret relevant organisational policies, procedures and diagrams that identify good health and hygiene practices</p> <p>SA2. understand internationally or nationally accepted signage related to hygiene and health</p> <p>SA3. read job sheets, company policy documents and information displayed at the workplace</p> <p>SA4. read notes or comments from the supervisor or customer</p> <p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA5. fill up any documentation required to maintain health and hygiene</p> <p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA6. receive instructions from doctor and supervisor on medical care</p> <p>SA7. verbally report hygiene hazards and poor organisational practice</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>The user/ individual on the job needs to know and understand:</p> <p>SB1. how to select appropriate hand tools and personal protection equipment</p> <p>SB2. how to select the cleaning procedures and effective hygiene practices as required</p> <p><b>Plan and Organize</b></p> <p>NA</p> <p><b>Customer Centricity</b></p> <p>NA</p> <p><b>Problem Solving</b></p> <p>NA</p>

## THC/N9906

## Maintain health and hygiene

	<b>Analytical Thinking</b>
	NA
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>SB3. how to use the acids, detergents, lubricants, etc., for cleaning</li> <li>SB4. how to use waste disposal equipment at workplace such as large bins, waste disposal stations, and others</li> </ul>



**THC/N9906**

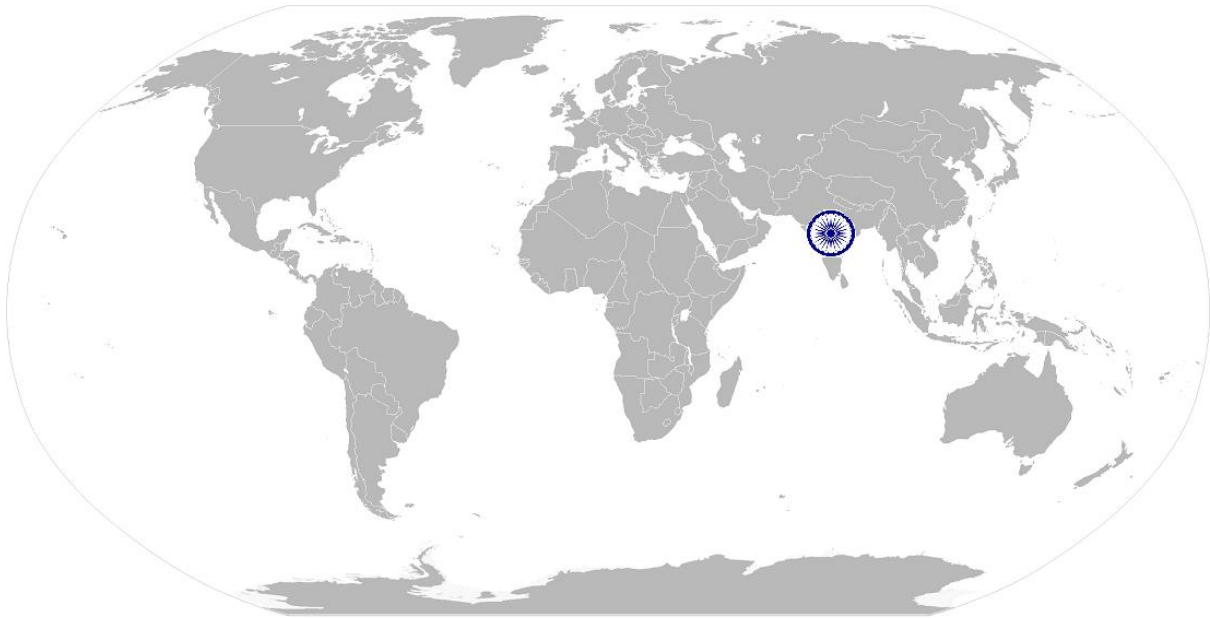
**Maintain health and hygiene**

## NOS Version Control

<b>NOS Code</b>	<b>THC/N9906</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>15/03/2015</b>
<b>Industry Sub-sector</b>	<ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Travel and Tours</li> <li>3. Restaurants</li> <li>4. Facility Management</li> <li>5. Cruise Liners</li> </ol>	<b>Last reviewed on</b>	<b>26/03/2015</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>26/03/2016</b>



# National Occupational Standard



## Overview

This unit is about following workplace safety standards to have a hazard-free environment and avoid downtime because of disruption from personal injuries and hazardous system failures.

## THC/N9907

## Maintain safety at workplace

<b>Unit Code</b>	<b>THC/N9907</b>
<b>Unit Title (Task)</b>	<b>Maintain safety at workplace</b>
<b>Description</b>	This OS unit is about following workplace safety standards to have a hazard-free work environment and avoid downtime because of disruption from personal injuries and hazardous system failures
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Take precautionary measures to avoid work hazards</li> <li>• Follow standard safety procedure</li> <li>• Use safety tools or personal protective equipment</li> <li>• Achieve safety standards</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Taking precautionary measures to avoid work hazards</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. assess the various hazards in the work areas</p> <p>PC2. take necessary steps to eliminate or minimize them</p> <p>PC3. analyse the causes of accidents at the workplace</p> <p>PC4. suggest measures to prevent such accidents from taking place</p> <p>PC5. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such as stoves, gas, fire, hot liquids, hot foods, hot oil, etc.</p> <p>PC6. suggest methods to improve the existing safety procedures at the workplace</p>
<b>Following standard safety procedure</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC7. be aware of the locations of fire extinguishers, emergency exits, etc.</p> <p>PC8. practice correct emergency procedures</p> <p>PC9. check and review the storage areas frequently</p> <p>PC10. stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas</p> <p>PC11. ensure to be safe while handling materials, tools, acids, chemicals, detergents, etc.</p> <p>PC12. store the chemicals and acids in a well-ventilated and locked areas with warning signs displayed</p> <p>PC13. ensure safe techniques while moving furniture and fixtures</p> <p>PC14. ensure to reduce risk of injury from use of electrical tools</p> <p>PC15. read the manufacturer's manual carefully before use of any equipment</p> <p>PC16. unplug the electrical equipment before performing housekeeping, cleaning and maintenance to avoid injuries</p> <p>PC17. keep the floors free from water and grease to avoid slippery surface</p> <p>PC18. ensure to use non slip liquids and waxes to polish and treat floors, if required</p> <p>PC19. use rubber mats to the places where floors are constantly wet</p>



## THC/N9907

## Maintain safety at workplace

	<p>PC20. ensure safety from injuries of cuts to loss of fingers, while handling sharp tools such as knives, needles, etc.</p> <p>PC21. use flat surfaces, secure holding and protective wear while using such sharp tools</p> <p>PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies</p> <p>PC23. practice ergonomic lifting, bending, or moving equipment and supplies</p>
<p><b>Using safety tools or Personal Protective Equipment</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC24. ensure the workers have access to first aid kit when needed</p> <p>PC25. ensure all equipment and tools are stored and maintained properly and safe to use</p> <p>PC26. ensure to use personal protective equipment and safety gear such as gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required</p> <p>PC27. ensure to display safety signs at places where necessary for people to be cautious</p> <p>PC28. ensure electrical precautions such as insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc.</p> <p>PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations such as fire exits, exhaust fans, etc., are available</p>
<p><b>Achieving safety standards</b></p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC30. document all the first aid treatments, inspections, etc., conducted to keep track of the safety measures undertaken</p> <p>PC31. comply with the established safety procedures of the workplace</p> <p>PC32. report to the supervisor on any problems and hazards identified</p> <p>PC33. ensure zero accident at workplace</p> <p>PC34. adhere to safety standards and ensure no material damage</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context (Knowledge of the company / organization and its processes)</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on safety procedures at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. personal protective equipment should be worn and how it is cared for</p> <p>KB2. purpose and usage of protective gears such as gloves , protective goggles, masks, etc. while working</p> <p>KB3. how to provide the first aid treatment at workplace</p> <p>KB4. significance of accidental risks to the worker and productivity loss</p>

THC/N9907

## Maintain safety at workplace

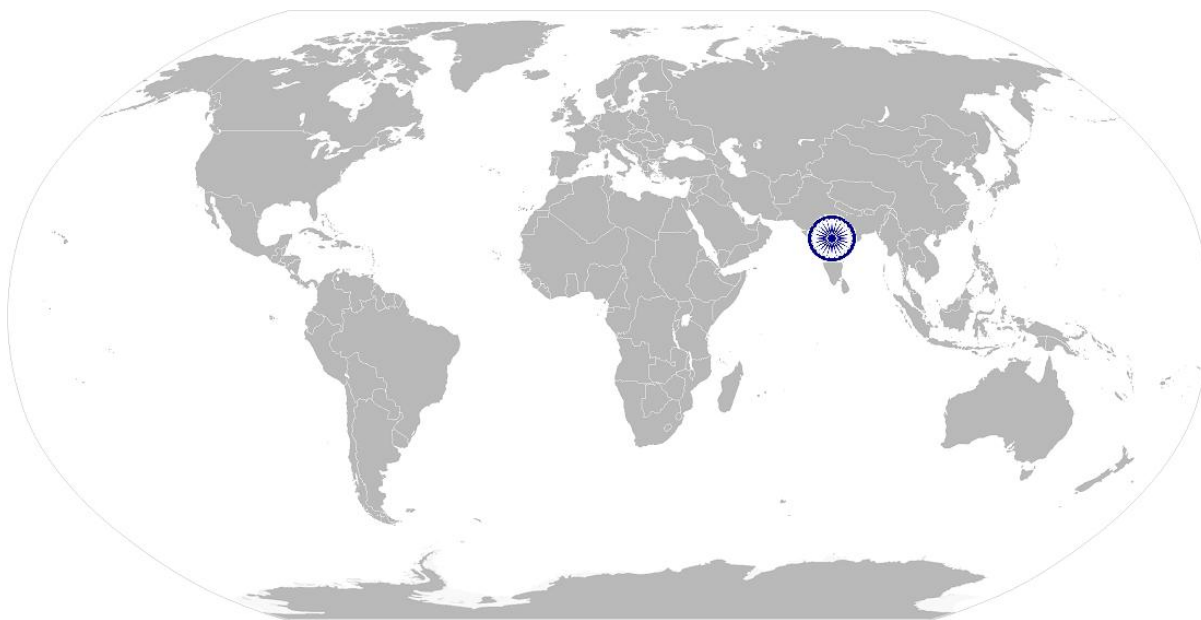
	KB5. reporting procedure or hierarchy for signs of damage and potential hazards KB6. methods to minimize accidental risks KB7. safe handling chemicals, acids, etc. for cleaning KB8. material handling procedure KB9. standard operating procedure for safety drills and equipment maintenance KB10. precautionary activities to be followed for work place safety KB11. optimal operation of tools and electrical equipment KB12. emergency procedures to be followed in case of an mishap such as fire accidents, etc.
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret relevant organisation policies, procedures and diagrams that identify safety practices. SA2. read job sheets, company policy documents and information displayed at the workplace SA3. read notes/comments from the supervisor
	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA4. fill up documentation to one's role
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/ individual on the job needs to know and understand how to: SA5. verbally report safety hazards and poor organisation practice SA6. communicate supervisor about the work safety issues SA7. receive instructions from supervisor on minimizing the accidental risks SA8. communicate co-workers about the precautions to be taken for accident free work
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/ individual on the job needs to know and understand how to: SB1. select appropriate hand tools and personal protection equipment SB2. identify first aid needs in case and of an injury
	<b>Plan and Organize</b>
	NA
	<b>Customer Centricity</b>
	NA
	<b>Problem Solving</b>
	NA
<b>Analytical Thinking</b>	
The user/ individual on the job needs to know and understand how to:	



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**Maintain safety at workplace**

	SB3. use safety equipment such as fire extinguisher during fire accidents
	SB4. store chemicals and tools in a safe way
	SB5. use tools and equipment without causing any injury to fellow workers
<b>Critical Thinking</b>	
NA	



## NOS Version Control

<b>NOS Code</b>	<b>THC/N9907</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>15/03/2015</b>
<b>Industry Sub-sector</b>	<ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Travel and Tours</li> <li>3. Restaurants</li> <li>4. Facility Management</li> <li>5. Cruise Liners</li> </ol>	<b>Last reviewed on</b>	<b>26/03/2015</b>
<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>26/03/2016</b>

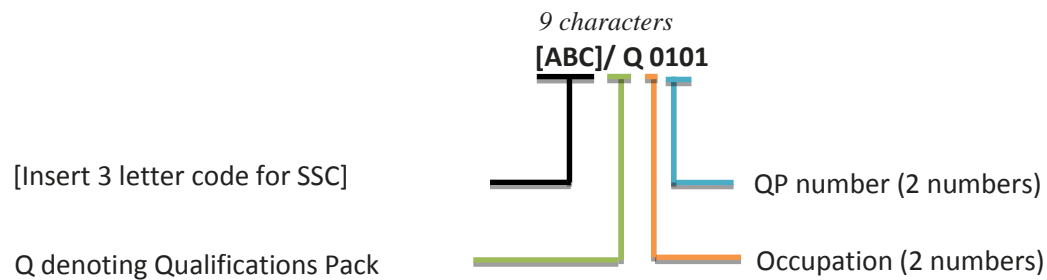


## Qualifications Pack For Housekeeping Attendant (Manual Cleaning)

### Annexure

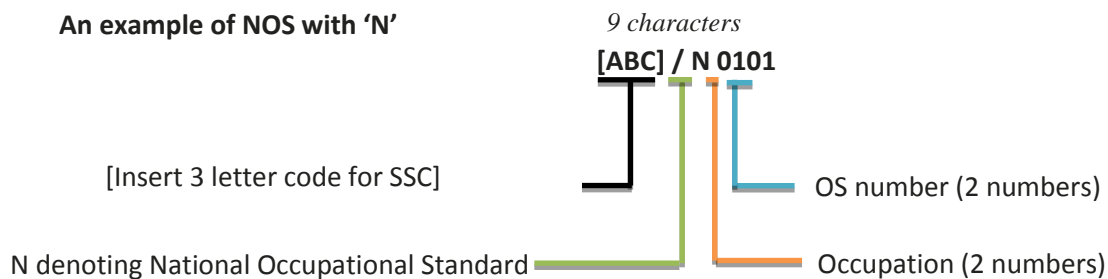
#### Nomenclature for QP and NOS

##### Qualifications Pack



##### Occupational Standard

##### An example of NOS with 'N'



*Qualifications Pack For Housekeeping Attendant  
(Manual Cleaning)*

The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Hotels	01 - 25
Restaurants	26 - 40
Tour and Travels	41 - 55
Facility Management	56 - 70
Cruise	71 - 85
Unused	86 - 95
Generic occupation	96 - 99

Sequence	Description	Example
Three letters	Industry name	THC
Slash	/	/
Next letter	Whether QP or NOS	Q / N
Next two numbers	Occupation code	01
Next two numbers	OS number	01

*Qualifications Pack For Housekeeping Attendant  
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**ASSESSMENT CRITERIA**

<p><b>Job Role : Housekeeping Attendant (Manual Cleaning)</b>  <b>Qualification Pack : THC/Q0203</b>  <b>Sector Skill Council : Tourism and Hospitality</b></p>
<ol style="list-style-type: none"> <li>Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.</li> <li>Each NOS will assessed both for theoretical knowledge and practical which is being proportionately demonstrated in the table below.</li> <li>The assessment for the theory part will be based on knowledge bank of questions created by the SSC.</li> <li>To pass the Qualification Pack, every trainee should score a minimum of 60% in all Generic NOS's and 75% in Other NOS's.</li> <li>In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification pack.</li> </ol>

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
<b>THC/N0209 Prepare for manual housekeeping</b>	PC1. Check assigned duties as per duty roster	50	1.5	0.5	1.0
	PC2. Inspect the area for the cleaning		1.5	0.5	1.0
	PC3. Identify the types of surfaces to be cleaned		1.5	0.5	1.0
	PC4. Assess requirement for housekeeping equipment and consumables		2.0	1.0	1.0
	PC5. Identify requirement of PPE to be used		1.5	0.5	1.0
	PC6. Ensure that the data and information received is complete and correct		1.5	0.5	1.0
	PC7. Identify workplace procedures for housekeeping		1.5	0.5	1.0
	PC8. Choose the appropriate equipment and materials taking into account factors such as manufacturers' instructions, risk, efficiency, access, time, surface and type of soiling		2.0	1.0	1.0
	PC9. Obtain the PPE required		1.5	0.5	1.0
	PC10. Obtain the appropriate equipment and materials and consumables and if the same are not available, select suitable alternatives or inform the appropriate person		2.5	1.0	1.5
	PC11. Wear the personal protective equipment required for the cleaning method and materials being used		1.5	0.5	1.0
	PC12. Follow the instructions and procedures for entering and leaving the workplace		1.5	0.5	1.0
	PC13. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces		2.5	1.0	1.5
	PC14. Ensure that all surfaces to be cleaned are accessible and can be reached to perform adequate cleaning		1.5	0.5	1.0

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	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
	PC15. Ensure that there is adequate ventilation for the work being carried out		2.0	1.0	1.0
	PC16. Identify and follow specific requirements for housekeeping activities in different parts of the work area assigned		2.5	1.5	1.0
	PC17. Select equipment and consumables e.g. Cleaning agents in accordance with work area requirements		2.5	1.0	1.5
	PC18. Follow the manufacturer's instructions for using any tools, equipment, consumables and cleaning agents		2.5	1.5	1.0
	PC19. Carry cleaning items, and cleaning supplies using wheeled carts or as per unit procedure		1.5	0.5	1.0
	PC20. Disinfect equipment and supplies, using appropriate solutions or steam-operated sterilizers		1.5	0.5	1.0
	PC21. Ensure levels of personal hygiene meet workplace requirements and are maintained throughout the cleaning process		1.5	0.5	1.0
	PC22. Ensure that the right people know when cleaning is taking place and when the area will be free for use again by using sign boards for caution and work in progress		1.5	0.5	1.0
	PC23. Follow the correct procedures to deal with any lost property or unattended items		1.5	0.5	1.0
	PC24. Check and prepare cleaning equipment as per manufacturers' instructions before use		2.5	1.0	1.5
	PC25. Prepare work area and equipment so that the job can be done efficiently, correctly and safely		2.5	1.0	1.5
	PC26. Complete preparation for housekeeping duties following workplace procedures and ensure removal of waste		2.5	1.0	1.5
	PC27. Complete checklists and records for preparation for housekeeping duties		1.5	0.5	1.0
	<b>POINTS</b>		50	20	30
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks	Out Of	Theory	Skills Practical
<b>THC/N0211 Manually clean floors, wash-and- rest rooms</b>	PC1. Choose equipment and cleaning agents that are right for the floor and the amount of ground-in soil/dirt	50	1.0	0.5	0.5
	PC2. Choose a method of removing the dust and debris that is right for the floor and the amount of dust and debris involved		1.0	0.5	0.5
	PC3. Clear any large items of debris by hand, safely		1.0	0.5	0.5
	PC4. Mix and apply the cleaning solution		1.5	0.5	1.0
	PC5. Carry out the cleaning as per organization's standards and procedure		1.5	0.5	1.0
	PC6. Remove the ground-in soil/dirt without damaging the surface and leave the floor and the surrounding area		1.0	0.5	0.5

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	Performance Criteria	Total Marks	Out Of	Theory	Skills Practical
	dry and free of smears				
	PC7. Remove the loose dust and debris carefully and put the dust and debris into the correct container for disposal		1.0	0.5	0.5
	PC8. Leave the floor clear of dust and debris and put everything back in the right place when work is finished		1.0	0.5	0.5
	PC9. Choose a method of clearing up the spillage, if any, that is right for the floor and the size and type of spillage		1.0	0.5	0.5
	PC10. Remove the spillage safely and leave the floor surface clean and dry		1.0	0.5	0.5
	PC11. Empty all waste from the bins in the area of responsibility		1.0	0.0	1.0
	PC12. Re-line or clean bins as per procedure		1.0	0.5	0.5
	PC13. Put the garbage and debris in the correct container and remove the left-over cleaning solution aside		1.0	0.0	1.0
	PC14. Report any stains that cannot be removed to the supervisor		1.0	0.0	1.0
	PC15. Follow any special procedures for entering the toilets and washrooms		1.0	0.5	0.5
	PC16. Make sure that there is enough ventilation in the area being cleaned		1.0	0.5	0.5
	PC17. Follow any relevant codes of practice to make sure to protect oneself and others throughout the process e.g. Put-up appropriate signage		1.0	0.5	0.5
	PC18. Choose equipment and cleaning agents that are suitable for the surface		1.0	0.5	0.5
	PC19. Mix and apply cleaning agents		1.0	0.5	0.5
	PC20. Clean toilets and washrooms		1.5	0.5	1.0
	PC21. Clean basins and taps so that they are free of dirt and removable marks		1.0	0.5	0.5
	PC22. Clean the inside and outside of the toilet so that it is free of dirt and removable marks		1.0	0.5	0.5
	PC23. Check that toilets are free flushing and draining		1.5	0.0	1.5
	PC24. Clean the fixtures and fittings in an order that is least likely to spread infection		1.0	0.5	0.5
	PC25. Clean the appliances, surfaces, fixtures and fittings so that they are dry and free from dirt and removable marks		1.0	0.5	0.5
	PC26. Clean the surrounding floors, walls, mirrors and other surfaces		1.0	0.5	0.5
	PC27. Make sure waste bins are empty, clean and ready for use		1.0	0.0	1.0
	PC28. Identify waste and get it ready for dispatch		1.0	0.5	0.5
	PC29. Make sure that plug holes, waste outlets and over flows are free from blockages		1.5	0.5	1.0
	PC30. Report any faults and problems to the appropriate person		1.0	0.5	0.5



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	Performance Criteria	Total Marks	Out Of	Theory	Skills Practical
	PC31. Check that holders contain the correct amount of consumables		1.5	0.0	1.5
	PC32. Check supplies and accessories in the toilets and washroom		1.0	0.5	0.5
	PC33. Make sure that supplies and accessories are clean and free from damage		1.0	0.0	1.0
	PC34. Replenish, replace and refill supplies as per organization procedure		1.5	0.5	1.0
	PC35. Follow the manufacturers' instructions correctly when refilling or replacing items		1.0	0.5	0.5
	PC36. Make sure the area has the right amount of consumables when work is finished		1.5	0.5	1.0
	PC37. Report any stock shortages to the appropriate member of staff		1.5	0.0	1.5
	PC38. Ensure cleaning equipment is clean, dry and in working order when work is finished taking appropriate action to deal with any items that are not		1.0	0.0	1.0
	PC39. Put everything back in the right place when work is finished		1.5	0.0	1.5
	PC40. Remove or replace personal protective equipment following workplace		1.5	0.0	1.5
	PC41. Ensure floor cleaning duties are conducted following workplace procedures and waste removed		1.0	0.0	1.0
	PC42. Notify maintenance requirements of any damaged items to appropriate personnel		1.0	0.0	1.0
	PC43. Complete and ensure checklists and records for housekeeping duties are maintained		1.0	0.5	0.5
	PC44. Check work areas to ensure required workplace standards are met		1.5	0.0	1.5
	<b>TOTAL POINTS</b>		50	15	35
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
<b>THSC/N0213 Manually clean furniture and surfaces</b>	PC1. Remove loose dust and debris making sure it spreads as little as possible	50	1.0	0.5	0.5
	PC2. Examine the upholstered material to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling		2.0	0.5	1.5
	PC3. Identify whether the material is colourfast and shrink-resistant for furnishings		2.0	0.5	1.5
	PC4. Soften ground-in soil and stains before trying to remove them		1.5	0.5	1.0
	PC5. Apply the treatment safely, according to the manufacturer's instructions and without over- wetting or damaging the material		2.0	0.5	1.0

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	<b>Performance Criteria</b>	<b>Total Marks (600)</b>	<b>Out Of</b>	<b>Theory</b>	<b>Skills Practical</b>
	PC6. Examine the treated area and apply more treatment if it will help to remove the stain safely		1.0	0.5	0.5
	PC7. Leave the material free of excess moisture and ground-in soil		1.5	0.5	1.0
	PC8. Make sure that furnished areas are free from unpleasant smells		1.5	0.5	1.0
	PC9. Choose a cleaning agent and equipment appropriate for the marks, surface and type of dirt on the furniture		2.0	0.5	1.5
	PC10. Scrape off anything that is stuck on to the furniture and fittings		1.5	0.5	1.0
	PC11. Mix and apply the cleaning agent/solution smoothly and evenly; Go from mild to harsh treatment in case the stain is not identified		1.5	0.5	1.0
	PC12. Leave the surface clear of the marks that can be reached and spot cleaned		1.5	0.5	1.0
	PC13. Leave the surfaces dry and free of smears and dirt, when work is finished		1.5	0.5	1.0
	PC14. Put everything back in the right place when work is finished		1.5	0.0	1.5
	PC15. Report any marks that cannot be reached or spot cleaned to the person in charge		1.0	0.5	0.5
	PC16. Deal with cleaning equipment correctly after use		1.5	0.5	1.0
	PC17. Sort out and handle the waste safely and according to instructions		1.0	0.5	0.5
	PC18. Make sure that waste containers are taken safely to the right collection/ disposal point		1.5	0.5	1.0
	PC19. Leave the surface clear of the marks that can be reached and spot cleaned		1.5	0.5	1.0
	PC20. Loosen dirt that is stuck on to the glass surface without causing damage		1.0	0.5	0.5
	PC21. Remove loose dust and debris first making sure it spreads as little as possible		1.0	0.0	1.0
	PC22. Clean walls (interior) so they are free from dust, cobwebs, dirt, grease, spots and stains		1.5	0.5	1.0
	PC23. Choose a cleaning agent and equipment that are right for the surface and type of dirt		1.5	0.5	1.0
	PC24. Follow manufacturer's instructions correctly when one mixes and apply the cleaning agent		1.0	0.5	0.5
	PC25. Apply cleaning agents to fixtures and lights and ensure they are clean and workable		2.0	0.5	1.5
	PC26. Check that heating, lighting and ventilation systems are set correctly after cleaning		1.5	0.5	1.0
	PC27. Rub off the dirt thoroughly from the glass surface and remove it without damaging the surface		1.5	0.5	1.0
	PC28. Put everything back in the right place when one have finished efficiently, correctly and safely		1.5	0.5	1.0

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	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
	PC29. Collect and segregate waste according to instruction without causing any spillage or clutter		1.0	0.5	0.5
	PC30. Clean the area at regular intervals with appropriate dusters		1.5	0.0	1.5
	PC31. Use appropriate dusters and chemicals for cleaning workstation, desktops, printer, telephones etc.		1.5	0.5	1.0
	PC32. Ensure that papers and documents are kept in order on the workstation		1.5	0.5	1.0
	PC33. Ensure sound-proof cleaning		1.5	0.5	1.0
	PC34. Avoid cleaning at peak working hours		1.5	0.0	1.5
	<b>POINTS</b>		50	15	35
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N0216 Maintain area neat and tidy</b>	PC1. Empty waste containers and dispose of waste correctly	50	2.5	1.0	1.5
	PC2. Arrange furniture neatly		3.5	1.0	2.5
	PC3. Keep displays neat, tidy and up-to-date		3.5	1.0	2.5
	PC4. Spot and report any faults e.g. Lights not working, damage to furniture and fixtures etc. In the area to the appropriate member of staff		2.5	1.0	1.5
	PC5. Regularly and discreetly check that the areas are clean, tidy and free from obstructions in line with company safety and security policies		3.5	1.5	2.0
	PC6. Identify and report anything that needs specialist maintenance		2.5	1.0	1.5
	PC7. Report any items which are found lying unclaimed		5.0	1.5	3.5
	PC8. Choose the right cleaning equipment and materials for the area being cleaned		3.5	1.0	2.5
	PC9. When necessary, put up hazard warning signs		3.5	1.0	2.5
	PC10. When necessary, wear protective clothing		2.5	1.0	1.5
	PC11. Clean off dust, dirt, debris and removable marks from the surfaces being cleaned		3.0	1.0	2.0
	PC12. Store the cleaning equipment correctly and safely after use		3.0	1.0	2.0
	PC13. Notify maintenance requirements of any damaged items to appropriate personnel		2.5	1.0	1.5
	PC14. Conduct assigned cleaning duties following workplace procedures and ensure the area is neat and tidy		3.5	1.5	2.0
	PC15. Report any lost and found property to authorized person as per procedure		3.0	1.0	2.0
	PC16. Check work areas to ensure required workplace		2.5	1.0	1.5

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	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
	standards are met				
	<b>POINTS</b>		50	17.5	32.5
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N0217 Collect and dispose waste properly</b>	PC1. Wear appropriate protective clothing as required for the waste involved	50	4.0	1.0	3.0
	PC2. Remove waste from the areas cleaning safely and according to regulations, instructions and good practice		3.5	1.0	2.5
	PC3. Collect waste according to instruction without causing any spillage or clutter		3.5	1.5	2.0
	PC4. Sort out and segregate waste according to type, making sure it is handled safely		4.0	1.5	2.5
	PC5. Reduce the volume of waste by breaking down, compressing or shredding as required		3.0	1.0	2.0
	PC6. Pack waste and store in appropriate waste containers/ assigned bins		4.0	1.5	2.5
	PC7. Clean the waste bins if dirty		3.5	1.0	2.5
	PC8. Change waste bags regularly and promptly when full and to avoid foul smell		3.5	1.5	2.0
	PC9. Keep waste areas and its contents clean, tidy and sanitized at all times		3.5	1.0	2.5
	PC10. Make sure that sites of cleaning operations are clear of waste that is not to be left at the site		3.5	1.0	2.5
	PC11. Make sure that waste containers are taken safely to the allocated collection point and made secure where necessary		3.5	1.5	2.0
	PC12. Complete records to maintain a waste audit trail in line with the unit procedures		3.0	1.5	1.5
	PC13. Identify and report problems associated with the collection and storage of waste according to company procedures		3.5	1.5	2.0
	PC14. Follow the legal and regulatory requirements, health and safety, hygiene and environmental standards and instructions		4.0	1.0	3.0
	<b>POINTS</b>		50	17.5	32.5
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
<b>THSC/N0218 Clean pantry</b>	PC1. Identify and assess different kinds of surfaces and equipment to be cleaned	50	2.5	1.0	1.5

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	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
<b>and canteen area</b>	PC2. Apply cleaning agents as per surface area		3.0	1.0	2.0
	PC3. Ensure all electrical switches for equipment are switched off before cleaning		4.5	1.0	3.5
	PC4. Clean different accessories of the kitchen using standard operating procedures as per the establishment requirements and without any damage		4.0	1.0	3.0
	PC5. Clean canteen floor, tables and chairs without leaving any food or spillage on the floor		3.5	1.0	2.5
	PC6. Mop the area meant for drinking water frequently and replenish glasses and water as and when needed		3.5	1.0	2.5
	PC7. Perform cleaning of equipment, as per the standard operating procedures or manufacturers guidelines		4.0	1.0	3.0
	PC8. Ensure clearing of any spillage		3.0	1.0	2.0
	PC9. Inform first-line supervisor for any replacements or dangers identified in the kitchen		3.5	1.0	2.5
	PC10. Ensure hygiene as per unit procedures		4.0	1.0	3.0
	PC11. Collect kitchen waste & garbage for disposal, as per establishment procedures		3.0	1.0	2.0
	PC12. Conduct assigned housekeeping duties are conducted following workplace procedures and ensure removal of waste		3.0	1.0	2.0
	PC13. Notify maintenance requirements of any damaged items to appropriate personnel		3.0	1.0	2.0
	PC14. Complete and ensure checklists and records for housekeeping duties are maintained		2.5	1.0	1.5
	PC15. Check work areas to ensure required workplace standards are met		3.0	1.0	2.0
	<b>POINTS</b>			50	15
<b>TOTAL POINTS</b>				<b>50</b>	

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N0207 Report, record and prepare documentation</b>	PC1. Fill up checklists for assigned work areas to record status of work as per procedure and timelines prescribed	50	2.5	1.0	1.5
	PC2. Fill up checklists for equipment and machines provided for serviceability and maintenance		2.5	1.0	1.5
	PC3. Fill up register or requisition for requirement of housekeeping supplies		2.5	1.0	1.5
	PC4. Fill up register to record attendance as per duty roster		2.0	0.5	1.5
	PC5. Fill up description of work carried out during the shift		3.0	1.0	2.0
	PC6. Record unfinished tasks in the log book		3.0	1.0	2.0

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	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC7. Record deviations from the sop, if any, in the log book		3.0	1.0	2.0
	PC8. Report any lost and found belongings		2.5	0.5	2.0
	PC9. Report any incidents and accidents which need to be brought to the notice of superiors		2.5	0.5	2.0
	PC10. Ensure that the report draws valid conclusions from the presented data		2.0	0.5	1.5
	PC11. Adopt the most suitable method of presentation		2.0	0.5	1.5
	PC12. Record unresolved issues and other escalations in the log book		2.5	0.5	2.0
	PC13. Record jobs related problems to supervisor for support		3.0	1.0	2.0
	PC14. Monitor the problem and keep the supervisor informed about progress or any delays in resolving the problem		2.0	0.5	1.5
	PC15. Refer the problem to a competent internal specialist if it cannot be resolved		3.0	1.0	2.0
	PC16. Prepare regular reports and documents as required by organization's procedures e.g. Occupancy report, duty roster etc		2.5	0.5	2.0
	PC17. Prepare special reports as required from time to time by the management, e.g. Monthly consumption report of amenities etc.		2.5	0.5	2.0
	PC18. Ensure that the report includes all necessary information and is accurate, clear and concise		2.5	1.0	1.5
	PC19. Ensure the presentation of results conforms to relevant procedures carried out		2.5	1.0	1.5
	PC20. Present the report to the relevant people within agreed timescales, using appropriate templates and formats		2.0	0.5	1.5
	<b>POINTS</b>		50	15	35
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/9901 Communicate with customer and colleagues</b>	PC1. receive job order and instructions from reporting superior	50	1.0	0.5	0.5
	PC2. understand the work output requirements, targets, performance indicators and incentives		0.5	0.5	0.0
	PC3. deliver quality work on time and report any anticipated reasons for delays		0.5	0.5	0.0
	PC4. escalate unresolved problems or complaints to the relevant senior		1.0	0.5	0.5

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Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC5. communicate maintenance and repair schedule proactively to the superior		0.5	0.5	0.0
PC6. receive feedback on work standards		1.0	0.5	0.5
PC7. document the completed work schedule and handover to the superior		1.0	0.5	0.5
PC8. exhibit trust, support and respect to all the colleagues in the workplace		1.5	0.5	1.0
PC9. aim to achieve smooth workflow		1.5	0.5	1.0
PC10. help and assist colleagues with information and knowledge		1.0	0.5	0.5
PC11. seek assistance from the colleagues when required		1.0	0.5	0.5
PC12. identify the potential and existing conflicts with the colleagues and resolve		1.5	0.5	1.0
PC13. pass on essential information to other colleagues on timely basis		1.5	0.5	1.0
PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues		1.5	0.5	1.0
PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		1.5	0.5	1.0
PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues		1.5	0.5	1.0
PC17. highlight any errors of colleagues, help to rectify and ensure quality output		1.5	0.5	1.0
PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance		1.0	0.5	0.5
PC19. ask more questions to the customers and identify their needs		1.0	0.5	0.5
PC20. possess strong knowledge on the product, services and market		0.5	0.5	0.0
PC21. brief the customers clearly		0.5	0.5	0.0
PC22. communicate with the customers in a polite, professional and friendly manner		1.5	0.5	1.0
PC23. build effective but impersonal relationship with the customers		1.5	0.5	1.0
PC24. ensure the appropriate language and tone are used to the customers		1.5	0.5	1.0
PC25. listen actively in a two way communication		1.5	0.5	1.0
PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		1.5	0.5	1.0
PC27. understand the customer expectations		1.5	0.5	1.0



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	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	correctly and provide the appropriate products and services				
	PC28. understand the customer dissatisfaction and address to their complaints effectively		2.0	0.5	1.5
	PC29. maintain a positive, sensible and cooperative manner all time		1.5	0.5	1.0
	PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers		2.0	0.5	1.5
	PC31. avoid interrupting the customers while they talk		1.0	0.5	0.5
	PC32. ensure to avoid negative questions and statements to the customers		1.0	0.5	0.5
	PC33. inform the customers on any issues or problems before hand and also on the developments involving them		2.0	0.5	1.5
	PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.		2.0	0.5	1.5
	PC35. develop good rapport with the customers and promote suitable products and services		2.0	0.5	1.5
	PC36. seek feedback from the customers on their understanding to what was discussed		2.0	0.5	1.5
	PC37. explain the terms and conditions clearly		3.0	0.5	2.5
	<b>POINTS</b>		50	18.5	31.5
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9902 Maintain customer-centric service orientation</b>	PC1. keep in mind the profiles of expected customers	50	2.5	0.5	2.0
	PC2. understand the target customers and their needs as defined by the company		1.5	0.5	1.0
	PC3. organize regular customer events and feedback session frequently		2.5	0.5	2.0
	PC4. build a good rapport with the customers including the ones who complain		2.5	0.5	2.0
	PC5. have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc.		2.5	0.5	2.0
	PC6. receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc.		2.5	0.5	2.0
	PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures		2.5	0.5	2.0
	PC8. ingrain customer oriented behaviour in service at all level		2.5	0.5	2.0

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	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC9. aim to gain their long lasting loyalty and satisfaction		2.5	0.5	2.0
	PC10. engage with customers without intruding on privacy		2.0	0.0	2.0
	PC11. ensure clarity, honesty and transparency with the customers		2.5	0.5	2.0
	PC12. treat the customers fairly and with due respect		2.5	0.5	2.0
	PC13. focus on executing company's marketing strategies and product development		2.5	0.5	2.0
	PC14. focus on enhancing brand value of company through customer satisfaction		2.5	0.5	2.0
	PC15. ensure that customer expectations are met		2.5	0.5	2.0
	PC16. learn to read customers' needs and wants		2.5	0.5	2.0
	PC17. willingly accept and Implement new and innovative products and services that help improve customer satisfaction		2.5	0.5	2.0
	PC18. communicate feedback of customer to senior, especially, the negative feedback		2.5	0.5	2.0
	PC19. maintain close contact with the customers and focus groups		2.0	0.5	1.5
	PC20. offer promotions to improve product satisfaction level to the customers periodically		2.0	0.5	1.5
	PC21. weigh the cost of fulfilling unscheduled customer requests, consult with senior and advise the customer on alternatives		2.0	0.5	1.5
	<b>POINTS</b>			50	10
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9903 Maintain standard of etiquette and hospitable conduct</b>	PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival	50	0.5	0.0	0.5
	PC2. welcome the customers with a smile		0.5	0.0	0.5
	PC3. ensure to maintain eye contact		0.5	0.0	0.5
	PC4. address the customers in a respectable manner		1.0	0.5	0.5
	PC5. do not eat or chew while talking		0.5	0.0	0.5
	PC6. use their names as many times as possible during the conversation		0.5	0.0	0.5
	PC7. ensure not to be too loud while talking		0.5	0.0	0.5
	PC8. maintain fair and high standards of practice		2.5	1.0	1.5
	PC9. ensure to offer transparent prices		2.0	0.5	1.5
	PC10. maintain proper books of accounts for		2.0	0.5	1.5

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Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
payment due and received				
PC11. answer the telephone quickly and respond back to mails faster		2.0	0.5	1.5
PC12. ensure not to argue with the customer		2.0	0.5	1.5
PC13. listen attentively and answer back politely		2.0	0.5	1.5
PC14. maintain personal integrity and ethical behaviour		2.5	1.0	1.5
PC15. dress professionally		2.0	0.5	1.5
PC16. deliver positive attitude to work		2.0	0.5	1.5
PC17. maintain well groomed personality		2.0	0.5	1.5
PC18. achieve punctuality and body language		2.0	0.5	1.5
PC19. maintain the social and telephonic etiquette		2.0	0.5	1.5
PC20. provide small gifts as token of appreciation and thanks giving to the customer		2.0	0.5	1.5
PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism		2.0	0.5	1.5
PC22. demonstrate responsible and disciplined behaviours at the workplace		2.0	0.5	1.5
PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		2.0	0.5	1.5
PC24. use appropriate titles and terms of respect to the customers		2.0	0.5	1.5
PC25. use polite language		1.0	0.5	0.5
PC26. maintain professionalism and procedures to handle customer grievances and complaints		1.5	0.5	1.0
PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility		1.0	0.5	0.5
PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette		1.0	0.5	0.5
PC29. provide special attention to the customer at all time		1.5	0.5	1.0
PC30. achieve 100% customer satisfaction on a scale of standard		1.5	0.5	1.0
PC31. gain customer loyalty		1.5	0.5	1.0
PC32. enhance brand value of company		2.0	0.5	1.5
<b>POINTS</b>		50	14	36
<b>TOTAL POINTS</b>			<b>50</b>	

Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
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	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9904 Follow gender and age sensitive service practices</b>	PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them	50	1.5	1.5	0.0
	PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff		1.5	1.5	0.0
	PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance		1.0	1.0	0.0
	PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline		2.0	0.5	1.5
	PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.		2.0	0.5	1.5
	PC6. Maintain compliant etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.		2.0	0.5	1.5
	PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment		2.0	0.5	1.5
	PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties		2.0	0.5	1.5
	PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged		2.0	0.5	1.5
	PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others		3.0	0.5	2.5
	PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds		3.0	0.5	2.5
	PC12. provide entertainment programs and events suited for the children tourists		2.0	0.5	1.5
	PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies		2.0	0.5	1.5
	PC14. arrange for transport and equipment as		2.0	0.5	1.5

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	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	required by senior citizens				
	PC15. ensure availability of medical facilities and doctor		2.0	0.5	1.5
	PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace		2.0	0.5	1.5
	PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.		2.0	0.5	1.5
	PC18. involve women in the decision making processes and management professions		2.0	0.5	1.5
	PC19. avoid specific discrimination and give women their due respect		2.0	0.5	1.5
	PC20. motivate the women in the work place towards utilizing their skills		2.0	0.5	1.5
	PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them		2.0	0.5	1.5
	PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues		2.0	0.5	1.5
	PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.		2.0	0.5	1.5
	PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.		2.0	0.5	1.5
	PC25. ensure safety and security of women at all levels		2.0	0.5	1.5
	<b>POINTS</b>		50	15	35
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9905 Maintain IPR of organisation and customers</b>	PC1. prevent leak of new plans and designs to competitors by reporting on time	50	7.5	3.5	4.0
	PC2. be aware of any of company's product, service or design patents		7.0	7.0	0
	PC3. report IPR violations observed in the market, to supervisor or company head		7.5	3.5	4.0
	PC4. read copyright clause of the material published on the internet and any other printed material		7.0	3.0	4.0

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	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC5. protect infringement upon customer's business or design plans		7.0	3.5	3.5
	PC6. consult supervisor or senior management when in doubt about using information available from customer		7.0	3.5	3.5
	PC7. report any infringement observed by anyone in the company		7.0	3.5	3.5
	<b>POINTS</b>		50	27.5	22.5
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9906 Maintain health and hygiene</b>	PC1. keep the workplace regularly clean and cleared-off of food waste or other litter	50	1.5	0.5	1.0
	PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal		1.5	0.5	1.0
	PC3. ensure that the trash cans or waste collection points are cleared everyday		1.5	0.5	1.0
	PC4. arrange for regular pest control activities at the workplace		1.5	0.5	1.0
	PC5. to maintain records for cleanliness and maintenance schedule		1.5	0.5	1.0
	PC6. ensure the workplace is well ventilated with fresh air supply		1.5	0.5	1.0
	PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well		1.5	0.5	1.0
	PC8. ensure the workplace is provided with sufficient lighting		1.5	0.5	1.0
	PC9. ensure clean work environment where food is stored, prepared, displayed and served		1.5	0.5	1.0
	PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc.		1.5	0.5	1.0
	PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning		1.5	0.5	1.0
	PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids		1.5	0.5	1.0
	PC13. ensure to clean the store areas with appropriate materials and procedures		1.5	0.5	1.0
	PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of		1.5	0.5	1.0

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Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
handling them for disposal				
PC15. wash hands on a regular basis		2.0	0.5	1.5
PC16. ensure to wash hands using suggested material such as soap		1.5	0.5	1.0
PC17. wash the cups		1.5	0.5	1.0
PC18. ensure to maintain personal hygiene of daily bath		1.5	0.5	1.0
PC19. ensure to maintain dental hygiene in terms of brushing teeth every day		1.5	0.5	1.0
PC20. ensure no cross contaminations of items such as linen		1.5	0.5	1.0
PC21. report on personal health issues related to injury, food, air and infectious diseases		1.5	0.5	1.0
PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people		1.5	0.5	1.0
PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing		2.0	0.5	1.5
PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes		2.0	0.5	1.5
PC25. ensure to use single use tissue and dispose these tissues immediately		2.0	0.5	1.5
PC26. coordinate for the provision of adequate clean drinking water		2.0	0.5	1.5
PC27. ensure to get appropriate vaccines regularly		2.0	0.5	1.5
PC28. avoid serving adulterated or contaminated food		2.0	0.5	1.5
PC29. undergo preventive health check-ups at regular intervals		2.0	0.5	1.5
PC30. take prompt treatment from the doctor in case of illness		1.5	0.5	1.0
PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community		1.5	0.5	1.0
<b>POINTS</b>		50	15.5	34.5
<b>TOTAL POINTS</b>			<b>50</b>	

Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9907 Maintain safety at workplace</b>	50	1.0	1.0	0.0
		1.5	0.5	1.0
		1.5	0.5	1.0



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Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC4. analyse the causes of accidents at the workplace		1.5	0.5	1.0
PC5. suggest measures to prevent such accidents from taking place		1.5	0.5	1.0
PC6. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such as stoves, gas, fire, hot liquids, hot foods, hot oil, etc.		1.5	0.5	1.0
PC7. be aware of the locations of fire extinguishers, emergency exits, etc.		1.5	0.5	1.0
PC8. practice correct emergency procedures		1.5	0.5	1.0
PC9. check and review the storage areas frequently		1.5	0.5	1.0
PC10. stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas		1.5	0.0	1.5
PC11. ensure to be safe while using handling materials, tools, acids, chemicals, detergents, etc.		1.5	0.5	1.0
PC12. store these chemicals and acids in a well-ventilated and locked areas with warning signs not to touch		1.5	0.5	1.0
PC13. ensure safe techniques while moving furniture and fixtures		1.5	0.5	1.0
PC14. ensure to reduce risk of injury from use of mixers, slicers, grinders, heaters, fridge, ironer and other electrical tools		1.5	0.5	1.0
PC15. read the manufacturers manual carefully before use of any equipment		1.5	0.5	1.0
PC16. unplug the electrical equipment before performing housekeeping, cleaning and maintenance to avoid injuries		2.0	0.5	1.5
PC17. keep the floors free from water and grease to avoid slippery surface		2.0	0.5	1.5
PC18. ensure to use non slip liquids and waxes to polish and treat floors		1.5	0.5	1.0
PC19. use rubber mats to the places where floors are constantly wet		2.0	0.5	1.5
PC20. ensure safety from injuries of cuts to loss of fingers, while handling sharp tools such as knives, needles, etc.		2.0	0.5	1.5
PC21. use flat surfaces, secure holding and protective wear while using such sharp tools		2.0	0.5	1.5
PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies		2.0	0.5	1.5
PC23. practice personal safety when lifting, bending, or moving equipment and supplies		2.0	0.5	1.5

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Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC24. ensure the workers have access to first aid kit when needed		1.0	0.0	1.0
PC25. ensure all equipment and tools are stored and maintained properly and safe to use		1.5	0.5	1.0
PC26. ensure to use personal protective equipment and safe wear like gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required		1.5	0.5	1.0
PC27. Ensure to display safety signs at places where necessary for people to be cautious		1.0	0.0	1.0
PC28. take all electrical precautions like insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc.		1.5	0.5	1.0
PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations like fire exits, exhaust fans, etc. are available		1.5	0.5	1.0
PC30. document all the first aid treatments, inspections, etc. conducted to keep track of the safety measures undertaken		1.5	0.5	1.0
PC31. comply with the established safety procedures of the workplace		1.0	0.5	0.5
PC32. report to the supervisor on any problems and hazards identified		0.5	0.0	0.5
PC33. ensure zero accident at workplace		0.5	0.0	0.5
PC34. adhere to safety standards and ensure no material damage		1.0	0.5	0.5
<b>POINTS</b>		50	15	35
<b>TOTAL POINTS</b>			<b>50</b>	
<b>Grand Total</b>	<b>600</b>			

## EXPOSITORY FOR QUALIFICATIONS PACK – OCCUPATIONAL STANDARDS FOR TOURISM AND HOSPITALITY INDUSTRY

Training to be conducted in the 1<sup>st</sup> phase for Blindness (Visually Impaired), Low Vision (Visually Impaired), Speech and Hearing Disability (Hearing Impaired), Locomotor Disability/Orthopedically challenged  
 Suitable for Speech and Hearing Disability (Hearing Impaired) Disability

### Skill Council for Persons with Disability

### Expository for HOUSEKEEPING ATTENDANT THC/Q0203

#### TRAINING TOOL

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which make it possible for PwDs to carry out the training corresponding to the National Occupational Standards (NOS) mentioned in the Qualification Pack – THC/Q0203. While the learning outcomes from the Qualification Pack will remain the same, the methodologies stated below will assist the Trainer to train the Trainee in a way, which is best suited to him/her. This Accessible Tools/Appliances/Software will act like an aid for the Trainee to achieve goals mentioned in the National Occupational Standards which, because of his/her disability, the trainee was unable to achieve. These tools enable PwDs to personalize their learning experiences to help meet their needs and preferences towards the Qualification Pack encompassing all the NOSs. These training tools complement and support the efforts of PwD to further accessibility in the Training Environment. The Trainer, either in combination or isolation, can use these tools for the following NOS:

NOS CODE	NOS
THC/N0209	Prepare for manual housekeeping
THC/N0211	Manually clean floor, wash-and rest-rooms
THC/N0213	Manually clean furniture and surfaces
THC/N0216	Maintain area neat and tidy
THC/N0217	Collect and dispose waste properly
THC/N0218	Clean pantry and canteen area
THC/N0207	Report, record and prepare documentation
THC/N9901	Communicate with customer and colleagues
THC/N9903	Maintain standard of etiquette and hospitable conduct
THC/N9904	Follow gender and age sensitive service practices
THC/N9906	Maintain health and hygiene

NOS CODE	NOS
THC/N9907	Maintain safety at workplace

**For Training People with Blindness (Visually Impaired)**

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
Optical Character Recognition (OCR)	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading printed text, then this tool can be used. Persons with Blindness (Visually Impaired) can use this tool in all situations. This tool may not read handwritten documents efficiently.	OCR technology helps to convert the printed document into soft copy. This soft copy can be read using separate text to speech software, thus enabling a visually impaired person comprehend the same.	A desktop or laptop is required where the software can be installed. The device needs to also be attached to the system	<ul style="list-style-type: none"> <li>• ClearView+ Speech ZoomEx</li> <li>• Kurzweil,</li> <li>• ABYBY Fine Reader</li> <li>• Tesseract</li> </ul>
Screen Reader	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she uses this tool when the printed text needs to be converted into audio format, while using an e – device with a screen to read and write. Eg Laptop, Phone	A screen reader is an essential piece of software for a blind or visually impaired person. Simply put, a screen reader transmits whatever text is displayed on the computer screen into audio. By listening to the same a visually impaired person can work on the computer independently.	Requires a PC or laptop which runs on either Windows or OS or Linux	<ul style="list-style-type: none"> <li>• Non Visual Desktop Access (NVDA),</li> <li>• Job Access with Speech (JAWS),</li> <li>• System Access to Go (SATAGO),</li> <li>• Voiceover,</li> <li>• Talkback,</li> <li>• Nuance Talks and Mobile Speak,</li> <li>• ORCA</li> <li>• Dolphin Supernova</li> </ul>
Accessible Format Digital System	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she can use this tool is used to digitize published material (digital talking). Persons with Blindness (Visually Impaired) can use	DAISY (Digital Accessible Information System), a software player that renders text, audio and embedded images for the blind. This software is a	Requires a PC or Laptop which runs on either Windows or OS or Linux	<ul style="list-style-type: none"> <li>• DAISY</li> </ul>

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
	this tool in all situations.	combination of a published text to digital text converter and a text to speech software, all in one. The visually impaired can use this to read published material.		
Braille	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she can use this tool. The tool can be recommended on a case-by-case basis. It is used for feeling and identifying items.	It is a tactile writing system used by the blind and the visually impaired. It is traditionally written with embossed paper. Braille-users can read and write Braille with the Braille slates and stylus. Braille script can be written in all the languages. A visually impaired person can touch and comprehend these braille texts and therefore read material published using the same. This requires knowledge of the Braille Language.	Braille slates and stylus. The person should know Braille literature.	NA
Refreshable Braille Display	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool. It is used for taking notes on Braille without paper usage.  The tools can be recommended on a case-by-case basis.	Braille displays enable people who are blind or deaf-blind to operate any computer. The visually impaired person can take notes on the computer in Braille language using tactile/ Braille friendly keyboard.	Attached to a computer with the screen reading software.	<ul style="list-style-type: none"> <li>Focus 40/80 Seika</li> </ul>
White cane (folding or non-folding)	While teaching any of the NOS'S mentioned above, if it	Devices for navigation or identification of the	Needs to be purchased locally.	NA

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
	<p>is seen that a person has difficulty in reading/seeing, then he/she can use this tool</p> <p>Persons with Blindness (Visually Impaired) can use this tool in all situations.</p>	<p>surroundings used by a person with a visual impairment.</p> <p>The visually impaired person can point the cane out to sense the walking surface and objects in the vicinity. This will help them maneuver with efficiency and avoid any accidents.</p>		
<p>Electronically augmented canes</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool.</p> <p>Persons with Blindness (Visually Impaired) can use this tool in all situations.</p>	<p>Narrow beams of laser light are projected from the cane send acoustic signals when obstacles are detected at head height</p> <p>The visually impaired person can sense these signals and maneuver with caution to avoid accidents.</p>	<p>Needs to be purchased locally.</p>	<p>NA</p>

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Display Cards	The tools can be recommended on a case-by-case basis. It is used for feeling and identifying items.	These cards have Braille inscribed in them for reading. A visually impaired person can touch and comprehend these braille texts and therefore read material published using the same. This requires knowledge of the Braille Language.	Needs to be purchased locally.	NA
	Tactile	It is used to create a 3D demo of a 2D image. It can be recommended to all Blindness (Visually Impaired) candidates on a case-by-case basis.	Tactile is used to get the visualization of the visuals (model or 3d images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel. Tactile markers are also used to differentiate the things. A visually impaired person can touch and comprehend these and therefore differentiate things or comprehend messages.	Needs to be prepared using the locally available stickers or bindis and other materials.	<ul style="list-style-type: none"> <li>• Tactile diagrams</li> <li>• Tactile stickers</li> <li>• Tactile flooring</li> </ul> Tactile marks to identify various things/devices/ Spots <ul style="list-style-type: none"> <li>• Bindi and other stickers used to provide tactile feeling to differentiate items.</li> </ul>
Environmental Adaptability	Tactile paving	It can be recommended for training to all candidates with Blindness (Visually Impaired).	Tactile warnings providing distinctive surface pattern detectable by cane or underfoot used to alert people with visual impairments of approach to streets and hazardous drop-offs. The visually impaired person can feel the	The item can either be purchased or made by a person and then stuck to the floor.	NA



Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
			surface using the cane and avoid accidents.		
Sensitization of the Trainer	Consider in future (with appropriate technology)	It can be recommended for training to all candidates with Blindness (Visually Impaired).	<p>The trainer should understand how Persons with Disability (PwD) do different activities, Gain Knowledge of disability, assistive aids.</p> <p>Learn to assess candidates (before training)</p> <p>Create an inclusive training environment and training material.</p> <p>The trainer must have video clippings of each and every aid in use and must know the specifications of where to get and how to get as well as knowledge/information on where to get the repairs done if required.</p> <p>This will equip the visually impaired person with adequate information of the various assistive aids available and their usage. This will also create a positive and conducive environment that fosters effective learning.</p>	Trainer should undergo training with specific disabilities and should be able to change his/her approach according to the needs of the student. She/he should be able to provide multisensory input, keeping in mind the learning style of the student.	<p>COMMUNICATION</p> <ul style="list-style-type: none"> <li>• hand gestures</li> <li>• touch sensitivity</li> </ul> <p>BEHAVIOUR</p> <ul style="list-style-type: none"> <li>• sensitivity</li> <li>• patience</li> <li>• customized approach to students</li> </ul>

### For training people with Low Vision (Visually Impaired)

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Optical Character Recognition (OCR)	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing printed text, then he/she can use this tool. It is mandatory to use this tool for persons with LV	OCR technology helps to convert the printed document into soft copy through which a visually impaired can read the same	The device is attached to the system. Requires a PC or laptop which runs on either Windows or Linux	<ul style="list-style-type: none"> <li>• ClearView+ Speech</li> <li>• ZoomEx,</li> <li>• Kurzweil,</li> <li>• ABBY Fine Reader,</li> <li>• Tesseract</li> </ul>
Screen Reader	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing printed text, then he/she can use this tool. A person with LV uses this tool when the printed text needs to be converted into audio format, while using an e – device with a screen to read and write. Eg Laptop, Phone	A screen reader is an essential piece of software for a visually impaired person. A screen reader transmits whatever text is displayed on the computer screen into audio. By listening to the same a person with vision impairment can work on the computer independently.	The device is attached to the E - Device. Requires a PC or laptop, Phone which runs on either Windows or Linux	<ul style="list-style-type: none"> <li>• Non Visual Desktop Access (NVDA),</li> <li>• Job Access with Speech (JAWS),</li> <li>• System Access to Go(SATAGO ),</li> <li>• Voiceover,</li> <li>• Talkback,</li> <li>• Nuance Talks and Mobile Speak,</li> <li>• ORCA</li> </ul>
Screen Magnifications	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used when an LV person needs to access text formats, graphics and images for reading and writing.	A screen magnifier is software that interfaces with a computer's graphical output to present enlarged screen content. It is a type of assistive technology suitable for visually impaired people with some functional vision.	Installed to Windows Computer	<ul style="list-style-type: none"> <li>• Windows Magnifier</li> <li>• Magic Screen Magnification</li> <li>• Zoom Text</li> </ul>

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Screen Reader and Magnifier	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is used when an LV person needs to access the matter on screen in order to use in audio and magnified format simultaneously.</p>	<p>This tool helps in reading smaller words which are difficult for the eye to capture</p>	<p>Installed to Windows Computer</p>	<ul style="list-style-type: none"> <li>• Supernova Screen Reader and Magnifier</li> </ul>
Accessible Format Digital System	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is highly recommended for all degrees of visual impairment. it is used to read any soft copy material.</p>	<p>DAISY (Digital Accessible Information System), a software player that renders text, audio and embedded images for the blind</p>	<p>Requires a Pc or Laptop which runs on either Windows or Linux Inbuilt on a Windows system.</p>	<ul style="list-style-type: none"> <li>• DAISY</li> </ul>
Ease of Access Center	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is used for functions described in a limited manner.</p>	<p>Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or Low Vision (Visually Impaired)), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.</p>	<p>Requires a Pc or Laptop which runs on either Windows or Linux Inbuilt on a Windows system.</p>	<p>Technology is the tool</p>

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Video Magnifiers	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended for LV candidates, who have functional vision to read documents of 3-4 pages. It is used to magnify the object with an additional benefit to create contrasts in colours.</p>	<p>A video magnifier has device a video camera to display a magnified image on its display. Video Magnifiers are used by people with Low Vision (Visually Impaired) to help with reading and writing difficulties caused by visual impairments</p>	Hand held device	<ul style="list-style-type: none"> <li>• Onyx</li> <li>• Topaz</li> <li>• Prisma</li> <li>• Optelec</li> </ul>
Adapted key board in colour contrast	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>Can be used by LV candidates, however but not an essential tool.</p>	<p>This aid is useful for people with Low Vision (Visually Impaired) as there is contrast in colour and large keys</p>	Must be purchased.	Technology is the tool
Braille	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>The tools can be recommended on a case-by-case basis. It is used for feeling and identifying items.</p>	<p>It is a tactile writing system used by the blind and the visually impaired. It is traditionally written with embossed paper. Braille-users can read and write Braille with the Braille slates and stylus. Braille script can be written in all the languages</p>	Braille slates and stylus. The person should know the Braille literature.	Technology is the tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Electronic Braille Embossers	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used by the Trainer to create embossed study material for trainees	Hardware printer used to print Braillebooks and other materials in Braille	Attached to a computer with the screen reading software.	
Refreshable Braille Display	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used for taking notes on Braille without paper usage. The tools can be recommended on a case-by-case basis.	Braille displays enable people who are blind or deaf-blind to operate any computer		Technology is the tool
Hand Held General Magnifier	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for LV candidates, who have functional vision to read minimal text. It helps in reading and writing by magnifying objects.	Helps a person with Low Vision (Visually Impaired) to see magnified images/written materials	Handheld Magnifier	
E-Book Reader	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.	Helps in reading books/magazines/news papers with various options such as zoom and backlight	Handheld E book reader	Kindle Paper White/I Pad

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	<p>It can be recommended for LV candidates, who have functional vision to read from computer screens. It helps them to read e books in a magnified manner.</p>			
<p>Smart Phone with Android/IOS Technology</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is most the effective and accessible option to access info, when on the go. It can be recommended to LV candidates who are comfortable using touch phones.</p>	<p>Well known for its accessibility features such as talk back, good touch, zoom facility etc. They also provide clarity in view with its HD Displays Helps in improving ones reading ability</p>	<p>Hand held device</p>	<ul style="list-style-type: none"> <li>• Android/IOS Technology is best known for accessibility for persons with Low Vision (Visually Impaired)</li> </ul>
<p>Voice Recorder</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used during meetings, classes and conferences. It can be recommended for all LV candidates, irrespective of their functional vision.</p>	<p>Equipped with facilities of long hour recording, data transfer into computer/laptop and talking facility. Can be used for educational and employment purposes of persons with Low Vision (Visually Impaired)</p>	<p>Handheld device</p>	<ul style="list-style-type: none"> <li>• Angel Player/I-Pods etc.</li> </ul>

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Low vision helping aids	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>Used for basic calculations and maths. Used for signatures. It can be recommended for all LV candidates, irrespective of their functional vision.</p>	<p>Helps in solving basic mathematical problems, signing documents/cheques etc. in a defined area without any hassle</p>	<p>Hand held devices</p>	<ul style="list-style-type: none"> <li>• Talking calculator</li> <li>• Signature Guide</li> <li>• Wrist watches-Tata</li> </ul>
Table Lamps	<p>It can be recommended for all LV candidates, who have good functional vision to read.</p>	<p>Good quality table lamps-with yellow and white light options. Contributes quality to the reading and writing needs of a person with Low Vision (Visually Impaired) (central vision in place) to read print material</p>	<p>Hand held Device, available locally</p>	<ul style="list-style-type: none"> <li>• General table lamp</li> </ul>
Magnifying glass	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended for all LV candidates, who have good functional vision to read.</p>	<p>It is a lens that produces an enlarged image.</p>	<p>convex lens that is used to produce a magnified image of an object</p>	<p>Technology is the tool</p>
Keyboard	<p>Can be used by LV candidates, however but not an essential tool needed for effective typing tasks.</p>	<p>Large Black Print on Yellow Keys</p>	<p>Attached to a computer.</p>	<p>Technology is the tool</p>

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Tactile Material	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in seeing surroundings, then he/she can use this tool.</p> <p>It is used to create a 3D demo of a 2D image. It can be recommended to all LV candidates on a case-by-case basis.</p>	<p>Tactile is used to get the visualization of the visuals (model or 3d images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel. Tactile markers are also used to differentiate the things.</p>	<p>Needs to be prepared using locally available stickers or bindis and other materials.</p>	<ul style="list-style-type: none"> <li>• Tactile diagrams,</li> <li>• Tactile stickers,</li> <li>• Tactile flooring,</li> <li>• Tactile marks to identify various things/devices/spots Bindi and other stickers used to provide tactile feeling to differentiate items.</li> </ul>
Stationary: registers, pens etc.	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended to all LV candidates irrespective of their degree of vision.</p>	<p>White Papers with thick black coloured lines so that distance between two lines can be identified easily, black sign pens could help in writing big font and with brightness</p>	<p>To be procured locally</p>	<p>Technology is the tool</p>



Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Reading Notes for Reference	It can be recommended for all LV candidates, who have good functional vision to read.	Any reference material should be in bold and big font, above 20 generally for the reading of a person with Low Vision (Visually Impaired) (central vision in place)	To be procured locally	NA
	Surrounding level of light	It can be recommended to all LV candidates irrespective of their degree of vision but may vary on a case to case basis.	<p>There should be enough lighting provision everywhere including in lifts too, though modern lifts have the talking facility, the display board showing the numbers should be back lit in white with good contrast and big fonts of numbers of floor.</p> <p>Dim light contributes a lot to the pain of a person with Low Vision (Visually Impaired) e.g. movie halls, restaurants, lifts, training rooms, conference rooms and all those places where there is no sun light.</p>	Bulbs, tube lights can be purchased or switched on in case of buildings if available.	NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
	Enhanced contrast stickers	It can be recommended to all LV candidates irrespective of their degree of vision.	Stickers which enhance black & white contrast used to assisting persons with contrast sensitivity deficit to identify home / workplace obstacles	To be procured locally	NA
Environmental Adaptability	Floors	It can be recommended to all LV candidates irrespective of their degree of vision but may vary on a case to case basis.	The floor in contrast could lead to independent movement of a person with Low Vision (Visually Impaired). If we can provide a line on the floor leading to different directions in a different contrast than the floor colour, person with Low Vision (Visually Impaired) can reach different places following the line in contrast e.g. tactile in metro stations with yellow with railing in the contrast.	Adaptation to be done on floors	NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Stair Cases & Ramps	It can be recommended to all LV candidates irrespective of their degree of vision impairment but may vary on a case to case basis.	Stairs can be white in colour but the centre part of the stairs can be painted in red/black or yellow for a person with Low Vision (Visually Impaired) to identify the slope of the stairs easily. Every staircase should have a side ramp with the same contrast as given for the staircase along with contrasting colour of railing.	Adaptation required for staircases, ramps and side railings for better access by person with Low Vision (Visually Impaired)	NA
	Signage Boards	It can be recommended to all LV candidates irrespective of their degree of vision Impairment.	Should have back light (white), all the text and images must be of good contrast (black and white, white and black, dark blue on white, dark red on white etc.) and in big font like room numbers, toilet distinction-male, female, name of the wings/blocks are a few examples.	Any place where signage are used. Eg. toilets, training rooms, conference rooms, canteens etc.	NA

### For Training People with Speech and Hearing Disability (Hearing Impaired)

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Live Captions	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>It is preferable to have an interpreter for such meetings as literacy levels of hearing and speech impaired youth in the country are very poor- hence reading and comprehension will be extremely difficult for such people.</p>	<p>A person will be transcribing what is spoken in the meetings and functions to include a person with Speech and Hearing Disability (Hearing Impaired) by placing a request via internet. The spoken conversation is converted to text.</p>	<p>There are captioning companies to provide the service. In the training environment and meetings one can volunteer. The person with Speech and Hearing Disability (Hearing Impaired) should be able to understand the written language.</p>	<ul style="list-style-type: none"> <li>• Assistive Aid/Service</li> <li>• Ai-Live</li> <li>• Captions First</li> <li>• Captions 2020</li> </ul>
Closed Captions	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>This would work the best for HI persons and is being done across the world to make barrier free communication.</p>	<p>Closed captioning (CC) and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information.</p>	<p>Can be used to pre-record videos and audios to make the person with Speech and Hearing Disability (Hearing Impaired) understand the same audio by reading the caption or subtitle.</p>	<p>Technology is the tool</p>
Speech to Text	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>This tool is to be recommended based on the literacy level of the Hearing impaired candidate.</p>	<p>Converts speech into text. This can be used by a person who does not know sign language, which will help in communication with a person with speech and Speech and Hearing Disability (Hearing Impaired).</p>	<p>Trainer or team member can use this instead of typing. The person with hearing or speech impairment should be able to read. The accuracy of many accents needs to be taken into consideration.</p>	<ul style="list-style-type: none"> <li>• Assistive Aid/Service</li> <li>• Closed Capp</li> <li>• Lets Talk</li> <li>• Google Now for Android,</li> <li>• Siri for Apple IOS</li> </ul>
Assistive Listening Device	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing</p>	<p>Converser assistive listening device which helps for people with mild to</p>	<p>Used in the meetings, class room and other places where one cannot</p>	<p>Technology is the tool</p>

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	<p>conversations, audio recorded voices, then he/she can use this tool. The tool can be recommended for all hearing impaired persons, depending on affordability of the candidate.</p>	<p>moderate Speech and Hearing Disability (Hearing Impaired) who uses hearing aid.</p>	<p>listen properly.</p>	
<p>Cochlear implants</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. The implant works on children especially during the critical years when the brain is yet learning and growing so that they can be taught to understand sound and articulate the same and then get integrated in mainstream schools. It will not work for Adult hearing impaired persons</p>	<p>A cochlear implant is an electronic medical device that replaces the function of the damaged inner ear. Unlike hearing aids, which make sounds louder, cochlear implants do the work of damaged parts of the inner ear (cochlea) to provide sound signals to the brain.</p>	<p>The instrument needs to be purchased for use.</p>	<p>Technology is the Tool</p>
<p>BTE hearing aids</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. The tool can be recommended for a young person/child.</p>	<p>The sound from the instrument is routed acoustically or electrically to the ear.</p>	<p>The instrument needs to be purchased for use.</p>	<p>Technology is the Tool</p>

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Sensitization of the Trainer	Sign Language	Hearing impaired persons are naturally inclined to this visual language and are natural 'signers'. This is yet the best method to make all kind of trainings /meetings /services accessible to him/her.	Signs or gestures are used to communicate instead of verbal communication.	Both the parties need to know the sign language. In the training setup better to have a sign language interpreter.	NA
Environmental Adaptability	Pictorial/Diagrammatic Communication Chart	Useful tool for learning and during training days. Can be recommended to all hearing impaired persons.	Helps a speech impaired to communicate specific things using written language and pictures. A person with Speech and Hearing Disability (Hearing Impaired) can use set of options while communicating with the customer.	Need to be prepared based on the requirement and the environment.	NA
Environmental Adaptability	Hearing loop	It can be used for hearing impaired persons during meetings, events etc.	The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting.	The instruments need to be purchased.	NA

**For Training people with Locomotor Disability/ Orthopedically Challenged**

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Ease of Access Center	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or low vision), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.	Inbuilt on a Windows operating system. Through this various options can be enabled for people with different disabilities.	Technology is the tool
Sticky Keys	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Sticky Keys is a Windows Ease of Access feature that makes it possible to use keyboard shortcuts or type capital letters without needing to press more than one key at once.	Inbuilt on a Windows operating system. This can be used for a person who has very few or one functional finger.	Technology is the tool
On the screen Keyboard	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended depending the ability of the candidate to touch, feel and if the candidate is comfortable in using a screen. The candidate must also be able to type for using this tool.	The keyboard will be displayed on the computer screen. A person with fine motor movement challenge can type using the mouse or touch pad by clicking on the each key. This has built-in word prediction feature which makes the typing quick and easier.	Inbuilt on a Windows operating system. This can be used for a person who has 1 or no finger and also fine motor impairment.	Technology is the tool
One-Handed Keyboard	While teaching any of the NOS'S mentioned above, if	It helps a person with one hand to practice	This hardware need to be	Technology is the tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	<p>it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has at least one function limb. The candidate must be able to read, type and write for using this tool.</p>	<p>the typing and keyboard orientation with efficiently.</p>	<p>attached to a computer. The person needs to have all five functional fingers in one hand.</p>	
<p>Foot Pedals</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has a functional leg. The candidate must be able to read, type and write for using this tool.</p>	<p>This hardware solution can be used by a person without hands who has functional leg. This helps to type and operate computer through foot and toes.</p>	<p>Attached to the computer.</p>	
<p>Access Switches</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. It can be recommended to all persons with various degrees of LD.</p>	<p>A person without upper and lower limbs can operate the computer using one of these kinds of switches. A person can use these switches either through mouth, limited movement of an organ to press a key to give input to the computer.</p>		<p>Technology is the tool</p>



Activity	Activity Type	When to use Activity	Activity Description	Activity Planning	Activity Tool
Sensitization of the Trainer	Consider in future (with appropriate technology)	It can be recommended to all persons with various degrees of LD.	The trainer should understand how Persons with Disability (PwD) do different activities, Gain Knowledge of disability, assistive aids & accessibility in the environment Learn to assess candidates (before training) Make an inclusive training environment and Create inclusive training material	Trainer should undergo training with specific disabilities and should be able to change his/her approach according to the needs of the student. Training in transfer skills and communication skills	<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>• hand gestures</li> <li>• touch sensitivity</li> </ul> <b>BEHAVIOUR</b> <ul style="list-style-type: none"> <li>• sensitivity</li> <li>• patience</li> <li>• customized approach to students</li> </ul>
Environmental Adaptability	Ramps/ Rails	It can be recommended to all persons with various degrees of LD. Helps in easier and better movement.	Ramps/ Rails in public buildings; adaptation of toilets & for drinking water for wheel chair users to ensure easy access for all persons.	These facilities should be provided for easier access to all.	NA
	Lifts	It can be recommended to all persons with various degrees of LD. Helps in easier and better movement.	An elevator (lift in British English) is a type of vertical transport equipment that moves people or goods between floors (levels, decks) of a building, vessel, or other structure. Elevators are generally powered by electric motors	These facilities should be provided for easier access to all.	

## ASSESSMENT GUIDELINES

### **Expository for Qualification Pack Housekeeping Attendant Sector Skill Council: SCPwD**

#### **Guidelines for Assessment of Trainees:**

#### **For Persons with Blindness (Visually Impaired)**

##### **General Guidelines:**

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

##### **Guidelines:**

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

##### **Lab Assessment**

1. Ensure that all the lab equipment is accessible and made tactile – similar to solutions for persons with Low Vision (Visually Impaired)

##### **Computer Assessment**

1. If the assessment requires specific software's, these should be screen reader and magnifier

friendly

2. In the absence of the above tools and support, where using writing assistance or scribe, extra 20 minutes to be given for every one hour of assessment. Ensure that the person has a different room in which to work, so that no disturbance is caused to other trainees, and the person with vision impairment has a space to discuss with the scribe.
3. Visual elements in assessment paper needs to be given alternate question or description. For instance, if the non-verbal reasoning exercise is given in graph form, an alternate should exist in verbal / text format.
4. Tools such as Tailor Frame Abacus should be allowed for working out math calculations
5. Ensure that all videos have audio description for ease of comprehension.

### **Guidelines for Assessment of Trainees:**

#### **For Persons with Speech and Hearing Disability (Hearing Impaired)**

##### **General Guidelines:**

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

##### **Guidelines:**

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

The primary assessment process modifications required for persons with Speech and Hearing Disability (Hearing Impaired) include:

1. All assessments for persons with Speech and Hearing Disability (Hearing Impaired) must be in simple English, with examples wherever possible. This will enable the hearing impaired person to comprehend the material correctly.
2. If there are any audio elements as part of the assessment, there should be alternate arrangements such as pictures to be given. If there are video elements, subtitles are key and sign language is preferred.
3. For persons who lip read, it is important that you face the person while communicating. You also need get other details (for example, which languages they lip-read, which side they can hear better and how much enunciation they require, whether they prefer closed room discussions, or silence without background noise etc.)
4. We strongly recommend not having telephonic assessments. However, this may vary based on the functional assessment of the person.
5. Assessment paper should be made in simple English and precise with visual aspects to ensure level-playing field for persons with Speech and Hearing Disability (Hearing Impaired).
6. Demonstrations and visual learning are important for persons with Speech and Hearing Disability (Hearing Impaired) to understand exactly what is expected from the exercise. Do a simple mock explanation to ensure the person understands correctly.
7. Check on sign language compatibility between interpreter and trainees for best assessment processes. For example, within Indian Sign Language, there are many differences based on location. Further, words in ISL and ASL are frequently very different, and not all persons with Speech and Hearing Disability (Hearing Impaired) may understand both. This may lead to misinterpretations.
8. Assessment through presentation should be replaced with practical's or by conducting regular interviews.
9. Consider extra time because of interpreter communication during assessments.
10. Written assessment should be assessed keeping in mind language constraints the person might have. For example, email writing task should be viewed from the point of view of email message, but not grammar.

### **Guidelines for Assessment of Trainees:**

#### **For Persons with Locomotor Disability**

##### **General Guidelines:**

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options

that will help conduct the assessment with sanctity

5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

**Guidelines:**

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

**Lab Assessment**

**Upper Limb – One limb:**

1. This may require re-arrangement of equipment based on nature of disability for ease of access – like placing tools on left-hand-side or right-hand-side.
2. May require left handed lab equipment (like left-handed scissors)

**Upper Limb – both limbs:**

1. May require process changes based on the nature of the assessment – for example, if the person uses their feet for different tasks.

**Lower limb – Without aids/Crutch User/Caliper User:**

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred
2. Accessible restrooms must be provided.

**Lower limb - Wheelchair user due to polio:**

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.

**Lower limb – Wheelchair user due to Spinal Cord Injury:**

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers

2. The floor needs to be level with no obstacles. The building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.
5. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.
6. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.

### **Computer Assessment**

#### **Upper Limb – One limb:**

1. May require modified/one-handed keyboard or mouse, based on preference
2. May need computer configured with Sticky Keys for ease of using keyboard shortcuts.

#### **Upper Limb – Both limbs:**

1. May require keyboard placed at foot level for persons using foot typing
2. May require computer compatibility with speech recognition software or camera-mouse

#### **Lower limb – Without aids/Crutch user/Calliper User:**

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
2. Accessible restrooms must be provided.

#### **Lower limb – Wheelchair user due to polio:**

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.

#### **Lower limb – Wheelchair user due to Spinal Cord Injury:**

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.
4. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.
5. Persons with spinal cord injury may require helpers for personal work. This must be taken into

consideration on a case-by-case basis.

6. In assessments, some trainees may prefer using a laptop over a desktop due to movement constraints.

	<b>Performance Criteria</b>	<b>Total Marks (600)</b>	<b>Out Of</b>	<b>Theory</b>	<b>Skills Practica</b>
<b>THC/N0209 Prepare for manual housekeeping</b>	PC1. Check assigned duties as per duty roster	50	1.5	0.5	1.
	PC2. Inspect the area for the cleaning		1.5	0.5	1.
	PC3. Identify the types of surfaces to be cleaned		1.5	0.5	1.
	PC4. Assess requirement for housekeeping equipment And consumables		2.0	1.0	1.0
	PC5. Identify requirement of PPE to be used		1.5	0.5	1.
	PC6. Ensure that the data and information received is Complete and correct		1.5	0.5	1.0
	PC7. Identify workplace procedures for housekeeping		1.5	0.5	1.
	PC8. Choose the appropriate equipment and materials taking into account factors such as manufacturers' instructions, risk, efficiency, access, time, surface and type of soiling		2.0	1.0	1.0
	PC9. Obtain the PPE required		1.5	0.5	1.
	PC10. Obtain the appropriate equipment and materials and consumables and if the same are not available, select suitable alternatives or inform the appropriate person		2.5	1.0	1.5
	PC11. Wear the personal protective equipment required for the cleaning method and materials being used		1.5	0.5	1.0
	PC12. Follow the instructions and procedures for entering and leaving the workplace		1.5	0.5	1.0
	PC13. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces		2.5	1.0	1.5
	PC14. Ensure that all surfaces to be cleaned are accessible and can be reached to perform adequate cleaning		1.5	0.5	1.0



	<b>PerformanceCriteria</b>	<b>Total Marks (600)</b>	<b>Out Of</b>	<b>Theory</b>	<b>Skills Practical</b>
	PC15. Ensurethatthereisadequateventilationforthe workbeingcarriedout		2.0	1.0	1.0
	PC16. Identifyandfollowspecificrequirementsfor housekeepingactivitiesindifferentpartsoftheworkarea assigned		2.5	1.5	1.0
	PC17. Selectequipmentandconsumablese.g.Cleaning agentsinaccordancewithworkarearequirements		2.5	1.0	1.5
	PC18. Followthemanufacturer'sinstructionsforusing anytools,equipment,consumablesandcleaningagents		2.5	1.5	1.0
	PC19. Carrycleaningitems,andcleaningsuppliesusing wheeledcartsorasperunitprocedure		1.5	0.5	1.0
	PC20. Disinfectequipmentandsupplies,using appropriatesolutionsorsteam-operatedsterilizers		1.5	0.5	1.0
	PC21. Ensurelevelsofpersonalhygienemeet workplacerequirementsandaremaintainedthroughout thecleaningprocess		1.5	0.5	1.0
	PC22. Ensurethattherightpeopleknowwhencleaning istakingplaceandwhentheareawillbe freeforuseagain byusingsignboardsforcautionandworkinprogress		1.5	0.5	1.0
	PC23. Followthecorrectprocedurestodealwithany lostpropertyorunattendeditems		1.5	0.5	1.0
	PC24. Checkandpreparecleaningequipmentasper manufacturer'sinstructionsbeforeuse		2.5	1.0	1.5
	PC25. Prepareworkareaandequipmentsothatthejob canbedoneefficiently,correctlyandsafely		2.5	1.0	1.5
	PC26. Completepreparationforhousekeepingduties followingworkplaceproceduresandensureremovalof waste		2.5	1.0	1.5
	PC27. Completechecklistsandrecordsforpreparation forhousekeepingduties		1.5	0.5	1.0
	<b>POINTS</b>		50	20	30
	<b>TOTALPOINTS</b>			<b>50</b>	

	PerformanceCriteria	Total Marks	Out Of	Theory	Skills Practical
<b>THC/N0211 Manually cleanfloors, wash-and- restrooms</b>	PC1. Chooseequipmentandcleaningagentsthat are rightforthefloorandtheamountofground- insoil/dirt	50	1.0	0.5	0.5
	PC2. Choosea methodofremovingthedust anddebristhat isrightforthefloorandthe amountofdust anddebrisinvolved		1.0	0.5	0.5
	PC3. Clearanylargetemsofdebrisbyhand, safely		1.0	0.5	0.5
	PC4. Mixandapplythecleaningsolution		1.5	0.5	1.0
	PC5. Carryoutthecleaningasper organization's standardsandprocedure		1.5	0.5	1.0
	PC6. Removetheground-insoil/dirt withoutdamaging thesurfaceandleavethe floorandthesurroundingarea		1.0	0.5	0.5

	<b>PerformanceCriteria</b>	<b>Total Marks</b>	<b>Out Of</b>	<b>Theory</b>	<b>Skills Practical</b>
	dryandfreeofsmears				
	PC7. Removetheloosedustanddebriscarefullyand putthedustanddebrisintothecorrectcontainerfor disposal		1.0	0.5	0.5
	PC8. Leavethefloorclearofdustanddebrisandput everythingbackintherightplacewhenworkisfinished		1.0	0.5	0.5
	PC9. Choosea methodofclearingupthespillage,if any,that isrightforthefloorandthesizeandtypeof spillage		1.0	0.5	0.5
	PC10. Removethe spillagesafelyandleavethe floor surfacecleananddry		1.0	0.5	0.5
	PC11. Emptyallwastefromthebinsintheareaof responsibility		1.0	0.0	1.0
	PC12. Re-lineorcleanbinsasperprocedure		1.0	0.5	0.5
	PC13. Putthegarbageanddebrisinthecorrect containerandremovetheleft-overcleaningsolutionaside		1.0	0.0	1.0
	PC14. Reportanystainsthatcannotberemovedtothe supervisor		1.0	0.0	1.0
	PC15. Followanyspecialproceduresfor enteringthe toiletsandwashrooms		1.0	0.5	0.5
	PC16. Makesurethatthereisenoughventilationinthe areabeingcleaned		1.0	0.5	0.5
	PC17. Followanyrelevantcodesofpracticetomake suretoprotectoneselfandothersthroughouttheprocess e.g.Put-upappropriatesignage		1.0	0.5	0.5
	PC18. Chooseequipmentandcleaningagentsthat are suitableforthesurface		1.0	0.5	0.5
	PC19. Mixandapplycleaningagents		1.0	0.5	0.5
	PC20. Cleantoiletsandwashrooms		1.5	0.5	1.0
	PC21. Cleanbasinsandtapssothattheyarefreeof dirt andremovablemarks		1.0	0.5	0.5
	PC22. Cleantheinsideandoutsideofthetoiletsothat it isfreeofdirtandremovablemarks		1.0	0.5	0.5
	PC23. Checkthattoiletsare freeflushinganddraining		1.5	0.0	1.5
	PC24. Cleanthefixturesandfittingsinanorderthat is leastlikelytospreadinfection		1.0	0.5	0.5
	PC25. Cleantheappliances,surfaces,fixturesand fittingssothattheyaredryandfreefromdirtand removablemarks		1.0	0.5	0.5
	PC26. Cleanthesurroundingfloors,walls,mirrorsand othersurfaces		1.0	0.5	0.5
	PC27. Makesurewastebinsareempty,cleanandready foruse		1.0	0.0	1.0
	PC28. Identifywasteandgetit readyfordispatch		1.0	0.5	0.5
	PC29. Makesurethatplugholes,wasteoutletsand overflowsarefreefromblockages		1.5	0.5	1.0
	PC30. Reportanyfaultsandproblemstothe appropriateperson		1.0	0.5	0.5

	PerformanceCriteria	Total Marks	Out Of	Theory	Skills Practical
	PC31. Checkthatholderscontainthecorrectamountof consumables		1.5	0.0	1.5
	PC32. Checksuppliesandaccessoriesinthetoiletsand washroom		1.0	0.5	0.5
	PC33. Makesurethatsuppliesandaccessoriesare cleanandfreefromdamage		1.0	0.0	1.0
	PC34. Replenish,replaceandrefillsuppliesasper organizationprocedure		1.5	0.5	1.0
	PC35. Followthemanufacturers'instructionscorrectly whenrefillingorreplacingitems		1.0	0.5	0.5
	PC36. Makesuretheareahastherightamountof consumableswhenworkisfinished		1.5	0.5	1.0
	PC37. Reportanystockshortagestotheappropriate memberof staff		1.5	0.0	1.5
	PC38. Ensurecleaningequipmentisclean,dryandin workingorderwhenworkisfinishedtakingappropriate actiontodealwithanyitemsthatarenot		1.0	0.0	1.0
	PC39. Puteverythingbackintherightplacewhenwork isfinished		1.5	0.0	1.5
	PC40. Removeorreplacepersonalprotective equipmentfollowingworkplace		1.5	0.0	1.5
	PC41. Ensurefloorcleaningdutiesareconducted followingworkplaceproceduresandwasteremoved		1.0	0.0	1.0
	PC42. Notifymaintenancerequirementssofar damageditemstoappropriatepersonnel		1.0	0.0	1.0
	PC43. Completeandensurechecklistsandrecordsfor housekeepingdutiesare maintained		1.0	0.5	0.5
	PC44. Checkworkareastoensurerequiredworkplace standardsaremet		1.5	0.0	1.5
	<b>TOTALPOINTS</b>		50	15	35
	<b>TOTALPOINTS</b>			<b>50</b>	

	PerformanceCriteria	Total Marks (600)	Out Of	Theory	Skills Practical
<b>THSC/N0213 Manually clean furnitureand surfaces</b>	PC1. Removeloosedustanddebrismakingsureit spreadsalittleaspossible	50	1.0	0.5	0.5
	PC2. Examinetheupholsteredmaterialtomakesure thatit issuitablefortheplannedtreatment,giventhe natureofthematerialandthetype,position,formand amountofsoiling		2.0	0.5	1.5
	PC3. Identifywhetherthe materialiscolourfastand shrink-resistantforfurnishings		2.0	0.5	1.5
	PC4. Softenground-insoilandstainsbeforetryingto removethem		1.5	0.5	1.0
	PC5. Applythetreatmentsafely,accordingtothe manufacturer'sinstructionsandwithoutover-wettingor damagingthematerial		2.0	0.5	1.0

	<b>PerformanceCriteria</b>	<b>Total Marks (600)</b>	<b>Out Of</b>	<b>Theory</b>	<b>Skills Practical</b>
	PC6. Examinethetreatedareaandapplymore treatmentifitwillhelptoremovethestainsafely		1.0	0.5	0.5
	PC7. Leavethematerialfreeofexcessmoistureand ground-insoil		1.5	0.5	1.0
	PC8. Makesurethatfurnishedareasarefreefrom unpleasantsmells		1.5	0.5	1.0
	PC9. Choosea cleaningagentandequipment appropriateforthemarks,surfaceandtypeofdirtonthe furniture		2.0	0.5	1.5
	PC10. Scrapeoffanythingthatisstuckontothe furnitureandfittings		1.5	0.5	1.0
	PC11. Mixandapplythecleaningagent/solution smoothlyandevenly;Gofrommildtoharshreatmentin casethe stainisnotidentified		1.5	0.5	1.0
	PC12. Leavethesurfaceclearofthemarksthatcanbe reachedandspotcleaned		1.5	0.5	1.0
	PC13. Leavethesurfacesdryandfreeofsmearsand dirt, whenworkisfinished		1.5	0.5	1.0
	PC14. Puteverythingbackintherightplacewhenwork isfinished		1.5	0.0	1.5
	PC15. Reportanymarksthatcannotbereachedorspot cleanedtothepersonincharge		1.0	0.5	0.5
	PC16. Dealwithcleaningequipmentcorrectlyafteruse		1.5	0.5	1.0
	PC17. Sortoutandhandlethe wastesafelyand accordingtoinstructions		1.0	0.5	0.5
	PC18. Makesurethatwastecontainersaretakensafely totherightcollection/disposalpoint		1.5	0.5	1.0
	PC19. Leavethesurfaceclearofthemarksthatcanbe reachedandspotcleaned		1.5	0.5	1.0
	PC20. Loosendirtthatisstuckontotheglasssurface withoutcausingdamage		1.0	0.5	0.5
	PC21. Removeloosedustanddebrisfirstmaking sureit spreadsalittleaspossible		1.0	0.0	1.0
	PC22. Cleanwalls(interior)sotheyarefreefromdust, cobwebs,dirt,grease,spotsandstains		1.5	0.5	1.0
	PC23. Choosea cleaningagentandequipmentthatare rightforthesurfaceandtypeofdirt		1.5	0.5	1.0
	PC24. Followmanufacturer'sinstructions correctly whenonemixesandapplythecleaningagent		1.0	0.5	0.5
	PC25. Applycleaningagentstofixturesandlightsand ensuretheyarecleanandworkable		2.0	0.5	1.5
	PC26. Checkthatheating,lightingandventilation systemsaresetcorrectlyaftercleaning		1.5	0.5	1.0
	PC27. Ruboffthedirtthoroughlyfromtheglasssurface andremoveitwithoutdamagingthesurface		1.5	0.5	1.0
	PC28. Puteverythingbackintherightplacewhenone havefinishedefficiently,correctlyandsafely		1.5	0.5	1.0

	PerformanceCriteria	Total Marks (600)	Out Of	Theory	Skills Practical
	PC29. Collectandsegregatewasteaccordingto instructionwithoutcausinganyspillageorclutter		1.0	0.5	0.5
	PC30. Cleantheareaatregularintervalswith appropriatedusters		1.5	0.0	1.5
	PC31. Useappropriatedustersandchemicalsfor cleaningworkstation,desktops,printer,telephonesetc.		1.5	0.5	1.0
	PC32. Ensurethatpapersanddocumentsarekeptin orderontheworkstation		1.5	0.5	1.0
	PC33. Ensuresound-proofcleaning		1.5	0.5	1.0
	PC34. Avoidcleaningatpeakworkinghours		1.5	0.0	1.5
	<b>POINTS</b>		50	15	35
	<b>TOTALPOINTS</b>			<b>50</b>	

	Performancecriteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N0216 Maintainarea neatandtidy</b>	PC1. Emptywastecontainersand disposeof waste correctly	50	2.5	1.0	1.5
	PC2. Arrangefurnitureneatly		3.5	1.0	2.5
	PC3. Keepdisplaysneat,tidyandup-to-date		3.5	1.0	2.5
	PC4. Spot and report any faults e.g. Lights not working,damagetofurniture andfixturesetc.Inthearea totheappropriatememberofstaff		2.5	1.0	1.5
	PC5. Regularlyanddiscreetlycheckthattheareasare clean, tidy and free from obstructions in line with companysafetyandsecuritypolicies		3.5	1.5	2.0
	PC6. Identifyandreportanythingthatneedsspecialist maintenance		2.5	1.0	1.5
	PC7. Reportanyitemswhicharefoundlying unclaimed		5.0	1.5	3.5
	PC8. Choose the right cleaning equipment and materialsfortheareabeingcleaned		3.5	1.0	2.5
	PC9. Whennecessary,putuphazardwarningsigns		3.5	1.0	2.5
	PC10. Whennecessary,wearprotectiveclothing		2.5	1.0	1.5
	PC11. Cleanoffdust,dirt,debrisandremovablemarks fromthesurfacesbeingcleaned		3.0	1.0	2.0
	PC12. Storethecleaningequipmentcorrectlyand safelyafteruse		3.0	1.0	2.0
	PC13. Notifymaintenancerequirementsofany damageditemstoappropriatepersonnel		2.5	1.0	1.5
	PC14. Conductassignedcleaningdutiesfollowing workplaceproceduresandensuretheareaisneatand tidy		3.5	1.5	2.0
	PC15. Reportanylostandfoundpropertyto authorizedpersonasperprocedure		3.0	1.0	2.0
	PC16. Checkworkareastoensurerequiredworkplace		2.5	1.0	1.5

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
	standards are met				
	<b>POINTS</b>		50	17.5	32.5
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N0217</b> <b>Collect and dispose waste properly</b>	PC1. Wear appropriate protective clothing as required for the waste involved	50	4.0	1.0	3.0
	PC2. Remove waste from the areas cleanings safely and according to regulations, instructions and good practice		3.5	1.0	2.5
	PC3. Collect waste according to instruction without causing any spillage or clutter		3.5	1.5	2.0
	PC4. Sort out and segregate waste according to type, making sure it is handled safely		4.0	1.5	2.5
	PC5. Reduce the volume of waste by breaking down, compressing or shredding as required		3.0	1.0	2.0
	PC6. Pack waste and store in appropriate waste containers/assigned bins		4.0	1.5	2.5
	PC7. Clean the waste bins if dirty		3.5	1.0	2.5
	PC8. Change waste bags regularly and promptly when full and to avoid foul smell		3.5	1.5	2.0
	PC9. Keep waste areas and its contents clean, tidy and sanitized at all times		3.5	1.0	2.5
	PC10. Make sure that sites of cleaning operations are clear of waste that is not to be left at the site		3.5	1.0	2.5
	PC11. Make sure that waste containers are taken safely to the allocated collection point and made secure where necessary		3.5	1.5	2.0
	PC12. Complete record to maintain a waste audit trail in line with the unit procedures		3.0	1.5	1.5
	PC13. Identify and report problems associated with the collection and storage of waste according to company procedures		3.5	1.5	2.0
	PC14. Follow the legal and regulatory requirements, health and safety, hygiene and environmental standards and instructions		4.0	1.0	3.0
	<b>POINTS</b>		50	17.5	32.5
	<b>TOTAL POINTS</b>			<b>50</b>	

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
<b>THSC/N0218</b> <b>Clean pantry</b>	PC1. Identify and assess different kinds of surfaces and equipment to be cleaned	50	2.5	1.0	1.5

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
<b>and canteen area</b>	PC2. Apply cleaning agents as per surface area		3.0	1.0	2.0
	PC3. Ensure all electrical switches for equipment are switched off before cleaning		4.5	1.0	3.5
	PC4. Clean different accessories of the kitchen using standard operating procedures as per the establishment requirements and without any damage		4.0	1.0	3.0
	PC5. Clean canteen floor, tables and chairs without leaving any food or spillage on the floor		3.5	1.0	2.5
	PC6. Mop the area meant for drinking water frequently and replenish glasses and water as and when needed		3.5	1.0	2.5
	PC7. Perform cleaning of equipment, as per the standard operating procedures or manufacturers guidelines		4.0	1.0	3.0
	PC8. Ensure clearing of any spillage		3.0	1.0	2.0
	PC9. Inform first-line supervisor for any replacements or dangers identified in the kitchen		3.5	1.0	2.5
	PC10. Ensure hygiene as per unit procedures		4.0	1.0	3.0
	PC11. Collect kitchen waste & garbage for disposal, as per establishment procedures		3.0	1.0	2.0
	PC12. Conduct assigned housekeeping duties as conducted following workplace procedures and ensure removal of waste		3.0	1.0	2.0
	PC13. Notify maintenance requirements of any damaged items to appropriate personnel		3.0	1.0	2.0
	PC14. Complete and ensure checklists and records for housekeeping duties are maintained		2.5	1.0	1.5
	PC15. Check work area to ensure required workplace standards are met		3.0	1.0	2.0
			<b>POINTS</b>		50
	<b>TOTAL POINTS</b>			<b>50</b>	
	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N0207 Report, record and prepare documentation</b>	PC1. Fill up checklists for assigned work area to record status of work as per procedure and timelines prescribed	50	2.5	1.0	1.5
	PC2. Fill up checklists for equipment and machines provided for serviceability and maintenance		2.5	1.0	1.5
	PC3. Fill up register or requisition for requirement of housekeeping supplies		2.5	1.0	1.5
	PC4. Fill up register to record attendance as per duty roster		2.0	0.5	1.5
	PC5. Fill up description of work carried out during the shift		3.0	1.0	2.0
	PC6. Record unfinished tasks in the logbook		3.0	1.0	2.0



	Performancecriteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC7. Record deviations from the SOP, if any, in the logbook		3.0	1.0	2.0
	PC8. Report any lost and found belongings		2.5	0.5	2.0
	PC9. Report any incidents and accidents which need to be brought to the notice of superiors		2.5	0.5	2.0
	PC10. Ensure that the report draws valid conclusions from the presented data		2.0	0.5	1.5
	PC11. Adopt the most suitable method of presentation		2.0	0.5	1.5
	PC12. Record unresolved issues and other escalations in the logbook		2.5	0.5	2.0
	PC13. Record job-related problems to supervisor for support		3.0	1.0	2.0
	PC14. Monitor the problem and keep the supervisor informed about progress or any delays in resolving the problem		2.0	0.5	1.5
	PC15. Refer the problem to a competent internal specialist if it cannot be resolved		3.0	1.0	2.0
	PC16. Prepare regular reports and documents as required by organization's procedure e.g. Occupancy report, duty roster etc		2.5	0.5	2.0
	PC17. Prepare special reports as required from time to time by the management, e.g. Monthly consumption report of amenities etc.		2.5	0.5	2.0
	PC18. Ensure that the report includes all necessary information and is accurate, clear and concise		2.5	1.0	1.5
	PC19. Ensure the presentation of results conform to relevant procedures carried out		2.5	1.0	1.5
	PC20. Present the report to the relevant people within agreed time scales, using appropriate templates and formats		2.0	0.5	1.5
	<b>POINTS</b>		50	15	35
	<b>TOTAL POINTS</b>			<b>50</b>	

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/9901 Communicate with customer and colleagues</b>	PC1. receive job order and instructions from reporting superior	50	1.0	0.5	0.5
	PC2. understand the work output requirements, targets, performance indicators and incentives		0.5	0.5	0.0
	PC3. deliver quality work on time and report any anticipated reasons for delays		0.5	0.5	0.0
	PC4. escalate unresolved problems or complaints to the relevant senior		1.0	0.5	0.5

Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC5. communicate maintenance and repair schedule proactively to the superior		0.5	0.5	0.0
PC6. receive feedback on work standards		1.0	0.5	0.5
PC7. document the completed work schedule and handover to the superior		1.0	0.5	0.5
PC8. exhibit trust, support and respect to all the colleagues in the workplace		1.5	0.5	1.0
PC9. aim to achieve smooth workflow		1.5	0.5	1.0
PC10. help and assist colleagues with information and knowledge		1.0	0.5	0.5
PC11. seek assistance from the colleagues when required		1.0	0.5	0.5
PC12. identify the potential and existing conflicts with the colleagues and resolve		1.5	0.5	1.0
PC13. pass on essential information to other colleagues on timely basis		1.5	0.5	1.0
PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues		1.5	0.5	1.0
PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		1.5	0.5	1.0
PC16. put team over individual goals and multitask or share work where necessary supporting the colleagues		1.5	0.5	1.0
PC17. highlight any errors of colleagues, help to rectify and ensure quality output		1.5	0.5	1.0
PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance		1.0	0.5	0.5
PC19. ask more questions to the customers and identify their needs		1.0	0.5	0.5
PC20. possess strong knowledge on the product, services and market		0.5	0.5	0.0
PC21. brief the customers clearly		0.5	0.5	0.0
PC22. communicate with the customers in a polite, professional and friendly manner		1.5	0.5	1.0
PC23. build effective but impersonal relationship with the customers		1.5	0.5	1.0
PC24. ensure the appropriate language and tone are used to the customers		1.5	0.5	1.0
PC25. listen actively in a two-way communication		1.5	0.5	1.0
PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		1.5	0.5	1.0
PC27. understand the customer expectations		1.5	0.5	1.0

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
	correctlyandprovidetheappropriateproductsand services				
	PC28. understandthecustomerdissatisfactionand addresstotheircomplaintseffectively		2.0	0.5	1.5
	PC29. maintaina positive,sensibleandcooperative manneralltime		1.5	0.5	1.0
	PC30. ensuretomaintaina properbodylanguage, dresscode,gesturesanddetiquettestowardsthe customers		2.0	0.5	1.5
	PC31. avoidinterruptingthecustomerswhilethey talk		1.0	0.5	0.5
	PC32. ensuretoavoidnegativequestionsand statementstothecustomers		1.0	0.5	0.5
	PC33. informthecustomersonanyissuesor problemsbeforehandandalsoonthedevelopments involvingthem		2.0	0.5	1.5
	PC34. ensuretorespondbacktothecustomer immediatelyfortheir voicemessages,e-mails,etc.		2.0	0.5	1.5
	PC35. developgoodrapportwiththecustomers andpromotesuitableproductsandservices		2.0	0.5	1.5
	PC36. seekfeedbackfromthecustomersontheir understandingtowhatwasdiscussed		2.0	0.5	1.5
	PC37. explainthetermsandconditionsclearly		3.0	0.5	2.5
	<b>POINTS</b>	50	18.5	31.5	
	<b>TOTALPOINTS</b>		<b>50</b>		

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9902 Maintain customer-centric service orientation</b>	PC1. keepinmindtheprofiles ofexpectedcustomers	50	2.5	0.5	2.0
	PC2. understandthetargetcustomersandtheir needsasdefinedbythecompany		1.5	0.5	1.0
	PC3. organizeregularcustomereventsandfeedback sessionfrequently		2.5	0.5	2.0
	PC4. builda goodrapportwiththecustomers includingtheoneswhocomplain		2.5	0.5	2.0
	PC5. havefrequentdiscussionswithregular customersongenerallikesanddislikesinthe market, latesttrends,customerexpectations,etc.		2.5	0.5	2.0
	PC6. receiveregularfeedbacksfromtheclientson currentservice,complaints,andimprovementstobe made,etc.		2.5	0.5	2.0
	PC7. compulsivelyseekcustomerratingof serviceto helpdevelopa setofregularlyimprovedprocedures		2.5	0.5	2.0
	PC8. ingrainscustomerorientedbehaviorinservice atalllevel		2.5	0.5	2.0

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC9.aimtogaintheirlonglastingloyaltyandsatisfaction		2.5	0.5	2.0
	PC10. engagewithcustomerswithoutintrudingonprivacy		2.0	0.0	2.0
	PC11. ensureclarity,honestyandtransparencywiththecustomers		2.5	0.5	2.0
	PC12. treatthecustomersfairlyandwithdue respect		2.5	0.5	2.0
	PC13. focusonexecutingcompany'smarketing strategiesandproductdevelopment		2.5	0.5	2.0
	PC14. focuson enhancingbrandvalueofcompany throughcustomersatisfaction		2.5	0.5	2.0
	PC15. ensurethatcustomerexpectationsaremet		2.5	0.5	2.0
	PC16. learnoreadcustomers'needsandwants		2.5	0.5	2.0
	PC17. willinglyacceptandImplementnewand innovativeproductsandservicesthat helpimprove customersatisfaction		2.5	0.5	2.0
	PC18. communicatefeedbackofcustomertosenior, especially,thenegativefeedback		2.5	0.5	2.0
	PC19. maintainclosecontactwiththecustomers andfocusgroups		2.0	0.5	1.5
	PC20. offerpromotionstoimproveproduct satisfactionleveltothecustomersperiodically		2.0	0.5	1.5
	PC21. weighthecostof fulfillingunscheduled customerrequests,consultwithseniorandadvise thecustomeronalternatives		2.0	0.5	1.5
	<b>POINTS</b>		50	10	40
	<b>TOTALPOINTS</b>			<b>50</b>	

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9903 Maintain standardof etiquetteand hospitable conduct</b>	PC1.greetthecustomerswitha handshakeor appropriategesturebasedonthetypeofcustomer ontheirarrival	50	0.5	0.0	0.5
	PC2.welcomethcustomerswitha smile		0.5	0.0	0.5
	PC3.ensuretomaintaineyecontact		0.5	0.0	0.5
	PC4.addressthecustomersina respectablemanner		1.0	0.5	0.5
	PC5.donoteatorchewwhiletalking		0.5	0.0	0.5
	PC6.usetheirnamesas manytimesaspossible duringtheconversation		0.5	0.0	0.5
	PC7.ensurenottobetooloudwhiletalking		0.5	0.0	0.5
	PC8.maintainfairandhighstandards ofpractice		2.5	1.0	1.5
	PC9.ensuretooffertransparentprices		2.0	0.5	1.5
	PC10. maintainproperbooksofaccountsfor		2.0	0.5	1.5

PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
paymentdueandreceived				
PC11. answerthetelephonequicklyandrespond backtomailsfaster		2.0	0.5	1.5
PC12. ensurenottoarguewiththecustomer		2.0	0.5	1.5
PC13. listenattentivelyandanswerbackpolitely		2.0	0.5	1.5
PC14. maintainpersonalintegrityandethical behavior		2.5	1.0	1.5
PC15. dressprofessionally		2.0	0.5	1.5
PC16. deliverpositiveattitudetowork		2.0	0.5	1.5
PC17. maintainwellgroomedpersonality		2.0	0.5	1.5
PC18. achievepunctualityandbodylanguage		2.0	0.5	1.5
PC19. maintainthesocialandtelephonicetiquette		2.0	0.5	1.5
PC20. providesmallgiftsastokenofappreciation andthanksgivingtothecustomer		2.0	0.5	1.5
PC21. useappropriatetone,pitchandlanguage to convey politeness, assertiveness, care and professionalism		2.0	0.5	1.5
PC22. demonstrateresponsibleanddisciplined behaviorsattheworkplace		2.0	0.5	1.5
PC23. escalategrievancesandproblemsto appropriateauthorityasperproceduretoresolve themandavoidconflict		2.0	0.5	1.5
PC24. useappropriatetitlesandtermsofrespectto thecustomers		2.0	0.5	1.5
PC25. usepolitelanguage		1.0	0.5	0.5
PC26. maintainprofessionalismandproceduresto handlecustomergrievancesandcomplaints		1.5	0.5	1.0
PC27. offerfriendly,courteousandhospitable serviceandassistancetothecustomerupholding levelsandresponsibility		1.0	0.5	0.5
PC28. provideassistancetothecustomers maintainingpositivesincereattitudeandetiquette		1.0	0.5	0.5
PC29. providespecialattentiontothecustomerat alltime		1.5	0.5	1.0
PC30. achieve100%customersatisfactionona scaleofstandard		1.5	0.5	1.0
PC31. gaincustomerloyalty		1.5	0.5	1.0
PC32. enhancebrandvalueofcompany		2.0	0.5	1.5
<b>POINTS</b>		50	14	36
<b>TOTALPOINTS</b>			<b>50</b>	

PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
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	<b>PerformanceCriteria</b>	<b>Total Marks (600)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9904 Follow gender and agesensitive service practices</b>	PC1.educatethetourists,employersandthecolleaguesat workplaceonwomenrightsandtherespectthatistobegiventothem	50	1.5	1.5	0.0
	PC2.informaboutcompany'spoliciestoprevent womenfromsexualharassments,bothphysicaland verbal,andobjectificationsby othercustomersand staff		1.5	1.5	0.0
	PC3.listallthefacilitiesavailablewithrespectto transportationfacilities,nighttripsandsafeguards, reportingabuse,maternityrelatedandother grievance		1.0	1.0	0.0
	PC4.informaboutmethodsadoptedtoensure safetyandpersonalandbaggagesecurityofwomen, e.g.,CCTVcameras,securityguards,women's helpline		2.0	0.5	1.5
	PC5.providethenecessarycomforttothefemale travelercustomerssuchas secureandsafe environment,chainlocks/latches,smokedetector, comfortableaccommodation,etc.		2.0	0.5	1.5
	PC6.Maintaincompliantetiquettewhiledealing withwomencustomerssuchasaskingpermission beforeenteringroomandforcleaning,avoiding touchcontact,usingabusivelanguageorgesture, etc.		2.0	0.5	1.5
	PC7.ensurethatthecustomerfeelsafeatalltimes withoutbeingoverthreatenedbythesecurity proceduresandrelatedenvironment		2.0	0.5	1.5
	PC8.ensurethatintheeventoferroristattacks customersarecalmlyhandled,ledtosafeplacesand instructedproperlyinordertoachievezero casualties		2.0	0.5	1.5
	PC9.ensurethequalityoffacilitiesandservices offeredcatertotheneedsof everyindividual,beit man,woman,child,particularlytheveryyoungand theaged		2.0	0.5	1.5
	PC10.beawareofthecustomeruniqueneedsand wantsofeachcategoryofcustomer,e.g.,foran infant,fora youngwoman,foranoldperson,others		3.0	0.5	2.5
	PC11.coordinatewithteamtomeettheseunique needs,alsokeepinginmindtheirdiverse cultural backgrounds		3.0	0.5	2.5
	PC12.provideentertainmentprogramsandevents suitedforthechildrentourists		2.0	0.5	1.5
	PC13.educateparentsandattendantsofsenior citizensonbasicsafeguardsandproceduresforthem incaseof emergencies		2.0	0.5	1.5
	PC14.arrangefortransportandequipmentsas		2.0	0.5	1.5

	<b>PerformanceCriteria</b>	<b>Total Marks (600)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
	required by senior citizens				
	PC15. ensure availability of medical facilities and doctor		2.0	0.5	1.5
	PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace		2.0	0.5	1.5
	PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.		2.0	0.5	1.5
	PC18. involve women in the decision making processes and management professions		2.0	0.5	1.5
	PC19. avoid specific discrimination and give women their due respect		2.0	0.5	1.5
	PC20. motivate the women in the workplace towards utilizing their skills		2.0	0.5	1.5
	PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them		2.0	0.5	1.5
	PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues		2.0	0.5	1.5
	PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.		2.0	0.5	1.5
	PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.		2.0	0.5	1.5
	PC25. ensure safety and security of women at all levels		2.0	0.5	1.5
	<b>POINTS</b>		50	15	35
	<b>TOTAL POINTS</b>			<b>50</b>	

	<b>PerformanceCriteria</b>	<b>Total Marks (600)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9905 Maintain IPR of organisation and customers</b>	PC1. prevent leak of new plans and design to competitors by reporting on time	50	7.5	3.5	4.0
	PC2. be aware of any of company's product, service or design patents		7.0	7.0	0
	PC3. report IPR violations observed in the market, to supervisor or company head		7.5	3.5	4.0
	PC4. read copyright clause of the material published on the internet and any other printed material		7.0	3.0	4.0

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC5.protectinfringementuponcustomer’sbusiness or designplans		7.0	3.5	3.5
	PC6.consultsupervisororseniormanagementwhen indoubtaboutusinginformationavailablefrom customer		7.0	3.5	3.5
	PC7.reportanyinfringementobservedbyanyonein thecompany		7.0	3.5	3.5
	<b>POINTS</b>		50	27.5	22.5
	<b>TOTALPOINTS</b>			<b>50</b>	

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9906 Maintain healthand hygiene</b>	PC1.keeptheworkplaceregularlycleanandcleared-offofffoodwasteorotherlitter	50	1.5	0.5	1.0
	PC2. ensurethatwasteisdisposed-offasper prescribedstandardsorintrashcans earmarkedfor wastedisposal		1.5	0.5	1.0
	PC3. ensurethatthetrashcansorwastecollection pointsareclearedeveryday		1.5	0.5	1.0
	PC4. arrangeforregularpestcontrolactivitiesatthe workplace		1.5	0.5	1.0
	PC5. tomaintainrecordsforcleanlinessand maintenanceschedule		1.5	0.5	1.0
	PC6. ensurethe workplaceiswellventilatedwith freshairsupply		1.5	0.5	1.0
	PC7. checktheairconditionerandother mechanicalsystemsona regularbasisandmaintain themwell		1.5	0.5	1.0
	PC8. ensurethe workplaceisprovidedwith sufficientlighting		1.5	0.5	1.0
	PC9. ensurecleanworkenvironmentwherefoodis stored,prepared,displayedandserved		1.5	0.5	1.0
	PC10. ensuresafeandcleanhandlinganddisposal oflinenandlaundry,storagearea,accommodation, publicareas,storageareas,garbageareas,etc.		1.5	0.5	1.0
	PC11. identifyandreportpoororganizational practiceswithrespecttohygiene,foodhandling, cleaning		1.5	0.5	1.0
	PC12. ensureadequatesupplyofcleaning consumablesuchas equipment,materials, chemicals,liquids		1.5	0.5	1.0
	PC13. ensuretocleanthestoreareaswith appropriatematerialsandprocedures		1.5	0.5	1.0
	PC14. identifythedifferenttypesofwastes,e.g., liquid,solid,food,non-food,andtheways of		1.5	0.5	1.0



(Manual Cleaning)

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
	handlingthemfordisposal				
	PC15. washhands on a regular basis		2.0	0.5	1.5
	PC16. ensure to wash hands using suggested materials such as soap		1.5	0.5	1.0
	PC17. wash the cups		1.5	0.5	1.0
	PC18. ensure to maintain personal hygiene of daily bath		1.5	0.5	1.0
	PC19. ensure to maintain dental hygiene in terms of brushing teeth every day		1.5	0.5	1.0
	PC20. ensure no cross contamination of items such as linen		1.5	0.5	1.0
	PC21. report on personal health issues related to injury, food, air and infectious diseases		1.5	0.5	1.0
	PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people		1.5	0.5	1.0
	PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing		2.0	0.5	1.5
	PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes		2.0	0.5	1.5
	PC25. ensure to use single use tissue and dispose these tissues immediately		2.0	0.5	1.5
	PC26. coordinate for the provision of adequate clean drinking water		2.0	0.5	1.5
	PC27. ensure to get appropriate vaccines regularly		2.0	0.5	1.5
	PC28. avoid serving adulterated or contaminated food		2.0	0.5	1.5
	PC29. undergo preventive health check-ups at regular intervals		2.0	0.5	1.5
	PC30. take prompt treatment from the doctor in case of illness		1.5	0.5	1.0
	PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community		1.5	0.5	1.0
	<b>POINTS</b>		50	15.5	34.5
	<b>TOTAL POINTS</b>			<b>50</b>	

	PerformanceCriteria	Total Marks (600)	Out of	Theory	Skills Practical
<b>THC/N9907 Maintain safety at workplace</b>	PC1. assess the various work hazards	50	1.0	1.0	0.0
	PC2. take necessary steps to eliminate or minimize them		1.5	0.5	1.0
	PC3. suggest methods to improve the existing safety procedures at the workplace		1.5	0.5	1.0

Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC4.analyzethecausesofaccidentsatthe workplace		1.5	0.5	1.0
PC5.suggestmeasurestopreventsuchaccidents From taking place		1.5	0.5	1.0
PC6.takepreventivemeasurestoavoidriskofburns and other injury due to contact with hot surfaces such as stoves,gas,fire,hotliquids,hotfoods,hot oil, etc.		1.5	0.5	1.0
PC7.beawareofthelocationsoffireextinguishers, Emergency exits, etc.		1.5	0.5	1.0
PC8.practicethecorrectemergencyprocedures		1.5	0.5	1.0
PC9. Check and review the storage are as frequently		1.5	0.5	1.0
PC10. Stack items in an organized way and use safe liftingtechniquetoreducetheriskofinjuriesfrom handlingproceduresatthestorageareas		1.5	0.0	1.5
PC11. ensuretobesafewhileusinghandling materials,tools,acids,chemicals,detergents,etc.		1.5	0.5	1.0
PC12. storethesechemicalsandacidsina well-ventilatedandlockedareaswithwarningsigns notto touch		1.5	0.5	1.0
PC13. ensuresafetechniqueswhilemoving furnitureandfixtures		1.5	0.5	1.0
PC14. ensuretoreducetheriskofinjuryfromuseof mixers,slicers,grinders,heaters,fridge,ironerand otherelectricaltools		1.5	0.5	1.0
PC15. readthemanufacturersmanualcarefully beforeuseofanyequipment		1.5	0.5	1.0
PC16. unplugtheelectricalerequipmentbefore performinghousekeeping,cleaningandmaintenance toavoidinjuries		2.0	0.5	1.5
PC17. keepthefloorsfree fromwaterandgreaseto avoidslipperysurface		2.0	0.5	1.5
PC18. ensuretousenonslip liquidsandwaxesto polishandtreatfloors		1.5	0.5	1.0
PC19. userubbermatstotheplaceswherefloors areconstantlywet		2.0	0.5	1.5
PC20. ensuresafetyfrominjuriesofcutstolossof fingers,whilehandlingsharptoolssuchasknives, needles,etc.		2.0	0.5	1.5
PC21. use flatsurfaces,secureholdingand protectivewear whileusingsuchsharptools		2.0	0.5	1.5
PC22. Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies		2.0	0.5	1.5
PC23. Practice personal safety when lifting, bending, Or moving quipment and supplies		2.0	0.5	1.5

	<b>Performance Criteria</b>	<b>Total Marks (600)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>	
	PC24. Ensure the workers have access to first aid kit whenneeded		1.0	0.0	1.0	
	PC25. Ensure all equipment and tools are stored And maintained properly and safe to use		1.5	0.5	1.0	
	PC26. Ensure to use personal protective equipment and safe wear like gloves, mask,headwear,footwear, glasses,goggles,etc. for specific tasks and work conditions where required		1.5	0.5	1.0	
	PC27. Ensure to display safety signs at places where Necessary for people to be cautious		1.0	0.0	1.0	
	PC28. Take all electrical precautions like insulated clothing, adequate equipment insulation, drywork area, switch off the power supply when not required, etc.		1.5	0.5	1.0	
	PC29. Ensure availability of general health and Safety equipment such as fire extinguishers, first aid equipment , safety equipment, clothing, safety installations like fire exits,exhaustfans,etc.are available		1.5	0.5	1.0	
	PC30. Document all the first aid treatments, inspections,etc.conducted to keep track of the safety measures undertaken		1.5	0.5	1.0	
	PC31. Comply with the established safety Procedures of the workplace		1.0	0.5	0.5	
	PC32. Report to the supervis or on any problems and Hazards identified		0.5	0.0	0.5	
	PC33. Ensure zero accident at workplace		0.5	0.0	0.5	
	PC34. Adhere to safety standards and ensure no material damage		1.0	0.5	0.5	
	<b>POINTS</b>			50	15	35
	<b>TOTALPOINTS</b>				<b>50</b>	
	<b>GrandTotal</b>		<b>600</b>			

## Introduction to Disabilities

**Disabilities according to Act (GOI):** Any person with disability having any of the 10 disabilities stated in the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 and Disabilities in The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

### DISABILITIES

S.No	Nomenclature as per Act	Nomenclature as per Industry	S.No	Nomenclature as per Act	Nomenclature as per Industry
1	Blindness	Visually impaired	6	Mental illness	Mental illness
2	Low Vision	Visually impaired	7	Cerebral Palsy	Cerebral Palsy
3	Leprosy-cured	Leprosy-cured	8	Autism	Autism
4	Hearing impairment	Hearing Impaired	9	Mental Retardation	Intellectual Disability
5	Loco motor disability	Movement impaired	10	Multiple Disabilities	Multiple Disabilities

**Definition**

Keywords /Terms	Description
<b>Blindness (Visually Impaired)</b>	Both eye injury and disease can affect vision. The clarity of vision is called visual acuity, which ranges from full vision to no vision. Acuity is usually measured on a scale that compares a person's vision at 20 feet with that of some who has full acuity. Therefore, a person who has 20/20 vision sees objects 20 feet with complete clarity, but a person with 20/200 vision sees at 20 feet what a person with full acuity sees at 200 feet. Legal Blindness (Visually Impaired) is defined as visual acuity worse than 20/200 even after correction with eyeglasses or contact lenses.
<b>Low Vision (Visually Impaired)</b>	Low Vision (Visually Impaired) is a reduced level of vision that cannot be fully corrected with conventional glasses. It is not the same as Blindness (Visually Impaired). Unlike a person who is blind, a person with Low Vision (Visually Impaired) has some useful sight. However, Low Vision (Visually Impaired) usually interferes with the performance of daily activities, such as reading or driving. A person with Low Vision (Visually Impaired) may not recognize images at a distance or be able to differentiate colors of similar tones.
<b>Speech and Hearing Disability (Hearing Impaired)/Hearing Loss/Deaf</b>	Hearing loss is the reduced ability to hear sound. Deafness is the complete inability to hear sound. Deafness and hearing loss have many causes and can occur at any age. People can go deaf suddenly as a complication of a virus, or lose their hearing over time because of disease, nerve damage, or injury caused by noise. About 3 in 1,000 babies is born deaf, often because of genetic factors. Approximately 1 out of every 10 Canadians has hearing loss, and more than half of Canadians over 65 years of age have hearing loss.
<b>Loco-motor Disability</b>	"Loco motor disability" means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

**Acronyms**

Keywords /Terms	Description
VI	Visual Impairment
LV	Low Vision
HI	Hearing Impairment
LD	Locomotor Disability

**Glossary:** This provides assistance with adaptability of action mentioned in the NOSs with respect to Persons with Disability. The Actions appear in sequence of appearance in the NOS documents.

Action	Adaptability for Persons with Disability
Identify / Recognize, Prepare, Read, Write, Listen, Record, Check / Inspect, Communicate effectively, Check and clarify, Choose, Arrange, Fill up, Help create, Transcribe, Obtain, Discuss, Notify, Apply, Examine, Maintain, Answer	Using self-ability or assistance of Tools based on disability

<b>Job Details</b>	<b>Qualifications Pack Code</b>		<b>PWT/Q0203</b>	
	<b>Job Role</b>		<b>Housekeeping Attendant</b>	
	<b>Expository code</b>		<b>PWD/E000</b>	
	<b>To Job code</b>		<b>Expository for Housekeeping Attendant of Tourism and Hospitality</b>	
	<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Tourism and Hospitality</b>	<b>Drafted on</b>	<b>30/11/15</b>
	<b>Sub-sector</b>	<b>Hotels</b>	<b>Last reviewed on</b>	<b>02/12/15</b>
	<b>Occupation</b>	<b>Housekeeping</b>	<b>Next review date</b>	<b>26/02/16</b>