



Occupational Standards for Caribbean Vocational Qualifications (CVQ)

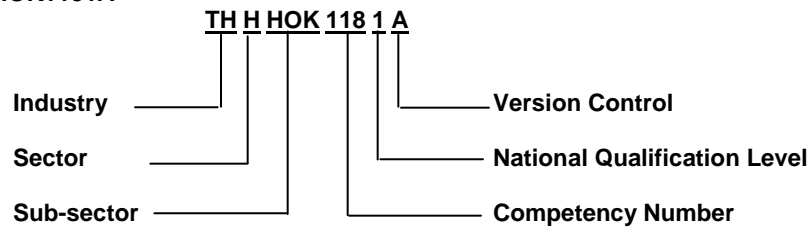
CCTHH21413 Level 2 in Domestic Housekeeping Services

Unit Number	Unit Title	Core/Elective	Hours
BSBCOR0121B	Communicate in the workplace	Mandatory	50
BSBCOR0171A	Deliver quality customer service	Mandatory	35
THHCOR0021B	Follow health, safety and security procedures	Mandatory	20
THHCOR0041A	Follow workplace hygiene procedures	Mandatory	15
CRICOM0011A	Apply language and communication skills	Mandatory	15
CSHCOR0011A	Manage self against risks related to HIV and AIDS in the work place	Mandatory	20
THHCOR0141A	Work in a domestic housekeeping environment	Mandatory	15
THHCOR0051A	Communicate on the telephone	Mandatory	10
THHCOR0071A	Deal with emergency situations	Mandatory	20
THHHOK1171A	Clean toilets and washrooms	Mandatory	15
THHHOK1221A	Clean food production areas, equipment and utensils	Mandatory	15
THHFAB0151A	Prepare and serve non-alcoholic beverages	Mandatory	15
THHCFP0701A	Prepare stocks, soups and sauces	Mandatory	28
THHCFP0281A	Prepare sandwiches	Mandatory	6
THHCFP0581A	Prepare breakfast items	Mandatory	30
THHCAT0662B	Prepare foods according to specific dietary and cultural needs	Mandatory	35
THHHOK1592A	Care for adults	Mandatory	30
CSAHCA0032A	Assist care recipient with medication	Mandatory	40
THHGHS0172B	Provide basic first aid	Mandatory	24
THHHOK1532A	Maintain attractive home environment	Mandatory	30
THHCFP0392A	Prepare diet-based and preserved foods	Mandatory	50
THHCFP0492A	Prepare and service specialized food items	Mandatory	50
THHCFP0382A	Implement food safety procedures	Mandatory	25
BSBCOR0382A	Display human relation skills	Mandatory	40

To obtain this qualification all Mandatory must be achieved.

Legend to Unit Code

Example: THHHOK1181A



Key: COR – Core; HOK - Housekeeping – GAD – General Administration; GHS – General Health Services; BSB – Business Services (Business); ITI - Information Technology (Information); SBM- Small Business Management; CFP- Commercial Food Preparation; FAB-Food and Beverage; FRO- Front Office; WPO- Work place Operations; GFA-General Financial Administration; PAT- Patisserie; COM-Communication; MAT-Mathematics; THH-Tourism and Hospitality (Hospitality); CSH-Community Service and Health; HMO-Home Management Operations

BSBCOR0121B: Communicate in the workplace

Unit Descriptor:

This unit covers the skills and knowledge required to communicate in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

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|----|---|-----|---|
| 1. | Gather, convey and receive information and ideas | 1.1 | Collect information to achieve work responsibilities from appropriate sources. |
| | | 1.2 | Use the method(s)/equipment appropriate to the audience to communicate ideas and information. |
| | | 1.3 | Use effective listening and speaking skills in oral communication. |
| | | 1.4 | Seek input from internal and external sources, and use it to develop and refine new ideas and approaches. |
| | | 1.5 | Respond promptly and in accordance with organisational requirements to instructions or enquiries |
| 2. | Draft routine correspondence | 2.1 | Present in clear and concise language written information and ideas and ensure that recipient understands the intended meaning of correspondence. |
| | | 2.2 | Draft and present correspondence within designated timelines. |
| | | 2.3 | Present written information, which meets organisational standards of style, format and accuracy. |
| 3. | Key data from source material and produce hard copy | 3.1 | Present layout of document, which is attractive, clear, and conducive to easy reading and conforms to organizational style. |
| | | 3.2 | Maintain properly machines, equipment and accessories. |
| | | 3.3 | Always follow security and confidentiality procedures. |

RANGE STATEMENT

All range statements must be assessed.

Competent performance of the criteria must be demonstrated in the following:

1. Legislation, codes and national standards relevant to the workplace including:
 - relevant legislation government
 - agencies that affect business operation,
 - especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations
 - anti-discrimination
 - relevant industry codes of practice
2. Oral communication may include but is not limited to:
 - answering telephone calls
 - requests from colleagues
 - use of voice mail
 - informal discussions
 - answering enquiries from clients
3. Organisational requirements may be included in:
 - quality assurance and/or procedures manual
 - goals, objectives, plans, systems and processes
 - business and performance plans
 - legal and organisation policy/guidelines and requirements
 - access and equity principles and practice
 - ethical standards
 - Occupational Health and Safety policies, procedures and programmes
 - quality and continuous improvement processes and standards
 - defined resource parameters
4. Communication equipment may include but is not limited to:
 - network systems
 - telephones
 - keyboard equipment including mouse, touch pad, keyboard
 - pens, pencils
 - information technology components including hardware, software and communication packages
 - facsimile machines
 - earphones/microphones
 - dictaphones
 - audio-video equipment
 - storage devices
5. Written information may include but is not limited to:
 - handwritten and printed materials
 - electronic mail
 - internal memos
 - briefing notes
 - facsimiles
 - general correspondence
 - telephone messages
 - reports
6. Correspondence may include but is not limited to:
 - memoranda (memos)
 - messages
 - proforma/invoice/statements/receipts
 - e-mails
 - standard/form letters

7. Standards may include:
- standards set by work group
 - organisational policies and procedures
 - specified work standards
 - legislation

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

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| 1. What are the relevant legislation from government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination | 1. How to identify work requirements and understand and process basic, relevant workplace documentation |
| 2. What are the organisation's policies, plans and procedures, especially style guide | 2. How to request advice, receive feedback and work with a team |
| 3. What are the standard turnaround times | 3. How to organise work priorities and arrangements |
| 4. What are the correct spelling, grammar and punctuation | 4. How to solve routine problems |
| 5. What are the principles of effective communication in relation to listening, questioning and non-verbal communication | 5. How to select and use technology appropriate to a task |
| | 6. How to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities |

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Ability to:

- a. Communicate using methods, which are appropriate to the audience.
- b. Communicate messages and written communication clearly, concisely and correctly.
- c. Respond promptly to requests for information.
- d. Give information to clients in a clear and concise format.
- e. Produce correspondence relevant to request.
- f. Gather in a timely fashion, complete information for completion of tasks.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

BSBCOR0171A: Deliver quality customer service

Unit Descriptor:

This unit covers the skills and knowledge required to identify customer needs and provide a service to customers within a prescribed framework.

ELEMENT	PERFORMANCE CRITERIA
Candidates must be able to:	
1. Identify customer needs	1.1 Employ appropriate interpersonal skills to identify accurately customers' needs. 1.2 Assess for urgency Customers' needs to identify priorities for service delivery. 1.3 Provide customers with information about available options to meet their needs and assist them to identify their preferred option. 1.4 Identify where appropriate personal limitations in addressing customer needs and seek assistance from designated persons.
2. Deliver quality service to customers	2.1 Provide prompt customer service to meet identified needs in accordance with organisational requirements. 2.2 Establish appropriate rapport with customers to enable high-quality service delivery. 2.3 Handle customers' complaints sensitively and courteously in accordance with organisational requirements. 2.4 Identify opportunities to enhance the quality of service and products and take appropriate action.

RANGE STATEMENT

All range statements must be assessed.

Competent performance of the criteria must be demonstrated in the following:

1. Customers may be:
 - from other agencies
 - internal (members of the organization)
 - individual members of the public
2. Designated individuals and groups are:
 - those with sufficient knowledge and the level of responsibility to meet customer needs
3. Interpersonal skills may include:
 - using appropriate body language
 - summarising and paraphrasing to check understanding of customer's message
 - providing an opportunity for the customer to confirm his/her request
 - seeking feedback from the customer to confirm understanding of needs
 - questioning to clarify and confirm the customer's needs
 - listening actively to what the customer is communicating
4. Legislation, codes and national standards relevant to the workplace which may include:
 - relevant legislation from government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 - relevant industry codes of practice
5. Customer needs may relate to:
 - advice or general information
 - specific information
 - further information
 - making an appointment
 - complaints
 - purchasing the organisation's products and services
 - returning organisation's products
6. Service and products are:
 - specific to the organization

Building rapport may include:

 - delighting difficult customers
 - customer care
 - understanding how customer receives information
 - using customer's name
 - avoiding jargon
7. Customer service may include:
 - fast and efficient service
 - correct service
 - complete service
 - helpfulness to solve problems
8. Customer complaint may include:
 - poor service
 - expectations not met
 - lengthy delays
 - poor feedback

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant legislation from government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 2. What are the organisation's business structure, products and services
 3. What are the strategies for excellent customer service
 4. What are the organisation's policies and procedures for customer service including handling of customer complaints
 5. What are the customer feedback mechanisms and their special needs
1. How to access and use workplace information
 2. How to select and use technology
 3. How to utilise skills to identify customer needs
 4. How to deal with customer enquiries or complaints (problem solving skills)
 5. How to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
 6. How to communicate effectively (oral and written)

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Ability to:

- a. Accurately identify customer needs through the use of appropriate interpersonal skills
- b. Treat customers in a courteous and professional manner through all stages of service procedure
- c. Apply organisational policies and procedures for responding to customer needs

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCOR0021B: Follow health, safety and security procedures**Unit Descriptor:**

This unit deals with the skills, knowledge and attitudes required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It does not cover hygiene or first aid which is found in separate units.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. | Follow workplace procedures on health, safety and security | 1.1 | Correctly follow health, safety and security procedures, in accordance with enterprise policy and relevant regulations and insurance requirements. |
| | | 1.2 | Identify and promptly report breaches of health, safety and security procedures. |
| | | 1.3 | Promptly report any suspicious packages, behaviour or occurrences to the designated person. |
| 2. | Deal with emergency situations | 2.1 | Promptly recognise emergency and potential emergency situations and determine and take required action within scope of individual responsibility. |
| | | 2.2 | Follow correctly emergency procedures in accordance with enterprise policies and practices. |
| | | 2.3 | Perform Basic first aid in accordance with recommended procedures. |
| | | 2.4 | Promptly seek assistance from colleagues and/or other authorities, where appropriate. |
| | | 2.5 | Report accurately details of emergency situations in accordance with enterprise policy. |
| 3. | Maintain safe personal presentation standards | 3.1 | Personal presentation takes account of the workplace environment and health and safety issues. |

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| 4. | Provide feedback on health, safety and security | 4.1 | Identify promptly issues requiring attention are. |
| | | 4.2 | Raise issues with the designated person in accordance with enterprise and legislative requirements. |

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

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| 1. | Health, safety and security procedures may include but are not limited to procedures for: | 2. | Emergency situations may include but are not limited to: |
| | <ul style="list-style-type: none">• emergency, fire and accident• hazard identification and control• use of personal protective clothing and equipment• safe sitting,• lifting and handling• security of documents,• cash, equipment, people• key control systems | | <ul style="list-style-type: none">• bomb threats• deranged customers• accidents• robbery• fire• armed hold up• floods• earthquakes |
| 3. | Basic first aid is applied to: | 4. | First aid applications include: |
| | <ul style="list-style-type: none">• cuts• simple burns (water, steam, fire:• bruises• choking• sprains | | <ul style="list-style-type: none">• bandages• cold pack• Heimlich maneuver• removing/lifting injured persons• mouth-to-mouth resuscitation |
| 5. | Workplace environment and health and safety issues include but are not limited to: | | |
| | <ul style="list-style-type: none">• appropriate personal grooming and hygiene• appropriate clothing and footwear | | |

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the industry/sector insurance and liability requirements in relation to individual staff responsibilities
 2. What are the relevant occupational health and safety regulations in relation to obligations of employers and employees
 3. What are the common health, safety and activity procedures in tourism and hospitality workplaces
 4. What are the major causes of workplace accidents relevant to the work environment
 5. What are the basic first aid applied to cuts, simple burns (fire, water, steam); bruises, choking, sprains
1. How to follow health, safety and security procedures in tourism and hospitality workplaces
 2. How to identify major causes of workplace accidents relevant to the work environment
 3. How to identify and appropriately deal with security risks in the work environment

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated understanding of the importance of working in accordance with health, safety and security procedures, and of the potential implications of disregarding those procedures.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCOR0041A: Follow workplace hygiene procedures

Unit Descriptor:

This unit deals with the skills, knowledge and attitudes required to follow the key hygiene procedures which apply in many sectors of the hospitality industry. It is particularly relevant to these areas: Kitchen, Housekeeping, Food & Beverage and some Tour Operations.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

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|----|------------------------------------|-----|---|
| 1. | Follow hygiene procedures | 1.1 | Workplace hygiene procedures are strictly followed, in accordance with enterprise standards. |
| | | 1.2 | Handling and storage of all items is completed in accordance with enterprise standards and proper hygiene practices. |
| 2. | Identify and prevent hygiene risks | 2.1 | Potential hygiene risks are promptly identified and dealt with appropriately. |
| | | 2.2 | Action is taken to minimise or remove risks identified within the scope of individual responsibility. |
| | | 2.3 | Hygiene risks, beyond the control of individual staff members, are promptly reported to the appropriate person for follow up. |

RANGE STATEMENTS

This unit applies to various hospitality sectors.

1. Hygiene procedures may be related to:

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|---|--|
| <ul style="list-style-type: none"> • food • beverage • linen | <ul style="list-style-type: none"> • handling of garbage • cleaning procedures • personal activities on-the-job |
|---|--|

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the factors which contribute to hygiene problems
 2. What are the general hazards in the handling of food, including major causes of food poisoning
 3. What are the relevant regulations in relation to food hygiene
 4. What are the typical hygiene control procedures in the hospitality industry
1. How to follow hygiene procedures
 2. How to identify and prevent hygiene risks

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively follow workplace hygiene procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Look for:

- a. understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures
- b. knowledge of practical workplace examples
- c. ability to follow established procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRICOM0011A: Apply language and communication skills

Unit Descriptor:

This unit provides skills and knowledge required to apply the rules of spoken and written English to enhance the development of language and communication skills necessary to communicate effectively in a wide range of contexts.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

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| 1. Apply grammar and usage | <ul style="list-style-type: none"> 1.1 Identify correctly the different parts of speech. 1.2 Identify and use appropriately the different tenses. 1.3 Demonstrate knowledge of the different types of nouns. 1.4 Identify and use appropriately the correct forms of verbs. 1.5 Identify different kinds of phrases. 1.6 Demonstrate knowledge of the types of sentences. 1.7 Construct sentences showing correct use of agreement between subjects and verbs. 1.8 Construct sentences showing agreement between pronouns and the antecedents. 1.9 Construct sentences using different subordinates clauses. 1.10 Construct sentences using verbs in their active and passive voice. 1.11 Demonstrate knowledge of the correct use of other parts of speech. 1.12 Identify and correct sentence faults. |
|----------------------------|---|

2. Apply the rules for mechanics, vocabulary and spelling
 - 2.1 Demonstrate knowledge of rules governing the use of capitalization, punctuation and abbreviation.
 - 2.2 Use correctly punctuation marks in written exercises.
 - 2.3 Identify and use abbreviations as related to skill area.
 - 2.4 Use correctly capitalization in written sentences.
 - 2.5 Identify and apply the spelling rules.
 - 2.6 Interpret word meanings through context clues and industry standards.
3. Develop writing skills
 - 3.1 Identify essential characteristics of a paragraph.
 - 3.2 Develop paragraph from given information.
 - 3.3 Identify correctly and expand main points in a written document.
 - 3.4 Develop summarization skills.
 - 3.5 Identify types of written communication such as letters, memoranda and reports.
 - 3.6 Write coherent reports, letters and memoranda using appropriate sentence construction techniques, mechanics, vocabulary/terminology and, where required, industry jargon.
 - 3.7 Complete job-related forms to the required standards.
 - 3.8 Complete written activities within specified time.
 - 3.9 Acknowledge references as required.
4. Develop oral and visual communication skills
 - 4.1 State correctly the purposes of oral and visual communication.
 - 4.2 Identify and use methods of non-verbal communication are where appropriate.
 - 4.3 Use appropriate tools and devices to effectively communicate in the oral mode.
 - 4.4 Identify and orally or visually communicate subject matter.

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| | 4.5 | Develop and apply listening skills to aid effective communication in the workplace. |
| | 4.6 | Apply effective interpersonal communication skills in the work environment. |
| 5. | Use information system | 5.1 Identify the functions of a library. |
| | 5.2 | Correctly use Manual/electronic databases of catalogues. |
| | 5.3 | Use a variety of media to access information. |

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation,

The following variables may be present:

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| <p>1. Grammar and usage may include:</p> <ul style="list-style-type: none"> • parts of speech • parts of a sentence • types and functions of sentences (e.g. simple and compound) • phrases and their functions • subordinate clauses (adverbial adjectival, noun) • rules for subject-verb agreement (focus on indefinite pronoun as subject; collective noun as subject) • pronouns and their antecedents • verbs: action, linking, regular, irregular • tenses: present, past, future, present perfect, past perfect, future perfect • adjectives and adverbs • sentence faults: fragments and run-on | <p>2. Mechanics, vocabulary and spelling may include:</p> <ul style="list-style-type: none"> • rules governing the use of capitalization, punctuation and abbreviation • punctuation marks: end marks, commas, semi-colon and colon, quotation marks, dashes and parentheses, hyphen, apostrophes • Abbreviations: symbols, measurements, time, number • spelling words and interpretation of their meanings through context clues and word analysis, prefixes, suffixes, root (focus on words used in skill area) |
| <p>3. Interpersonal communication skills include:</p> <ul style="list-style-type: none"> • goal setting • effective communication practice • good customer service • oral and written presentation techniques | <p>4. Other parts of speech may include:</p> <ul style="list-style-type: none"> • adjectives • adverbs • preposition • conjunction |

5. Communication skills may include:

- effective listening skills (eliciting feedback, developing objectivity, learning to empathize)
- kinds of communication barriers
- clear logical reasoning
- identification and evaluation of propaganda techniques
- formal report/speech
- purposes/goal for written, visual and oral communication
- methods of non-verbal communication
- oral/written instructions
- use of telephone, fax machine, advertisement
- use of statistics and graphical presentation differentiating between facts and opinions

7. A report:

- is used to denote any required written communication that goes beyond a simple recording of facts (such as completion of a shift production schedule) to include level of analysis and/or research
- may be of a technical nature and it should be based on the writer having technical knowledge. Conclusions and/or recommendations, where required, are based on research or analysis of data
- includes graphs, charts, tables, etc. as required
- analysis and conclusions should be consistent with the level of skill and knowledge of the employee working at that level

9. Visual communication skills may include:

- body language
- gestures
- facial expressions
- sign language
- signs
- graphs, charts and so on

6. Writing skills may include:

- methods of paragraph development – chronological, order of importance, spatial order, comparison or contrast
- paragraphs with – topic sentences and supporting sentences, unity and coherence,
- linking expressions and connectives,
- sentence length and structure
- different types of reports and letters – styles and format
- filling out of job-related forms
- writing of resume preparation of notices

8. Information systems include:

- functions of library and documentation centre
- use of catalogues in libraries/documentation centres to locate books
- use of dictionaries and encyclopaedias
- use of technical handbooks, manuals, directories and maps
- use of newspapers and periodicals

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the eight parts of speech
 2. What are the grammar and usage
 3. types of sentences
 4. parts of sentences
 5. types of paragraphs
 6. rules of mechanics, vocabulary and spelling
 7. writing styles (technical or non-technical)
 8. communication skills
 9. information systems
 10. reports including graphs, charts, tables
1. How to communicate concepts in writing
 2. How identify main points
 3. expand main points
 4. How to apply language and communication skills (orally and in writing) in the workplace

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Ability to:

- a. apply language
- b. apply communication skills
- c. demonstrate effective writing style
- d. identify and expand main points
- e. communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- f. use appropriate communication techniques, practices and processes
- g. follow accepted workplace procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CSHCOR0011A: Manage self against risks related to HIV and AIDS in the workplace

Unit Descriptor:

This unit deals with the skills and knowledge required by the employee to protect self from HIV and AIDS in the workplace.

ELEMENT		PERFORMANCE CRITERIA	
1.	Demonstrate knowledge of the role that the individual worker plays	1.1	Demonstrate knowledge of the role that lifestyle and sexual behaviour plays in the prevention of HIV and AIDS.
		1.2	Demonstrate the significance of accessing annual medical check.
		1.3	Assess the value of self-awareness/education in the prevention of HIV and AIDS.
		1.4	Acquire knowledge of voluntary counselling and testing for HIV.
		1.5	Participate in HIV and AIDS seminars.
		1.6	Practise breaking the silence about HIV and AIDS to encourage talking sessions among co-workers.
		1.7	Demonstrate understanding of the level of vulnerability/exposure of self.
		1.8	Demonstrate knowledge of myths about HIV and AIDS.
2.	Develop self protection strategies	2.1	Read and demonstrate understanding of workplace policies regarding HIV and AIDS.
		2.2	Adhere to health and safety standards.
		2.3	Practise skills and knowledge acquired in training.
		2.4	Avoid contact with body fluids or discarded needles.
		2.5	Exercise rights to either inform or disclose HIV and AIDS status to employer.

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| | | 2.6 | Attend training sessions designed by health personnel to inform about the management of occupational accidents/hazards. |
| 3. | Develop and implement personal risk reduction plan | 3.1 | Practise voluntary counselling and testing for HIV. |
| | | 3.2 | Conduct behaviour risk assessment. |
| | | 3.3 | Validate risk reduction plan. |
| | | 3.4 | Identify sources of support. |
| | | 3.5 | Effect risk reduction plan. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

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| <p>1. Legislation, codes and national standards relevant to the workplace which may include:</p> <ul style="list-style-type: none"> • relevant legislation from the Ministry of Health regarding disease control • relevant industry codes of ethics and practice • first aid requirements | <p>2. Self protection means:</p> <ul style="list-style-type: none"> • the process of identifying potential negative exposure and the development of plans to mitigate or minimise the likelihood of the contracting HIV/AIDS by safeguarding self through the use of education, lifestyle change and protective commodity. |
| <p>3. Risks may include:</p> <ul style="list-style-type: none"> • exposure to the disease • associated complications • possible long term effects/disabilities • exposure to any body fluids | <p>4. Risk register refers to:</p> <ul style="list-style-type: none"> • level of vulnerability present in the workplace to contract HIV/AIDS |

5. Workplace policies may include:
 - Medical requirement prior to employment
 - Medical required on regular intervals
 - Immunization status established for each worker
 - Leave of absence required during HIV and AIDS episode
6. Infection control/universal precautions may include:
 - Hand washing
 - appropriate use of gloves
 - disinfection
 - appropriate handling of body fluids of those with HIV and AIDS should a cut occurs
7. Role of health personnel may include:
 - health education
 - training of workers
 - health data collection
 - institute HIV and AIDS prevention strategies
 - evaluate the effectiveness of health intervention strategies
8. Lifestyle behaviour include:
 - Safer sex practices
 - Appropriate use of condoms
 - HIV testing
 - Appropriate workplace behaviour as it relates to sexual activity and interpersonal relationships
9. Information regarding HIV and AIDS may include:
 - identification of disease pattern
 - method of transmission
 - window period
 - symptoms/signs
 - diagnostic tests
 - treatment
 - contributing environmental factors
 - duration of disease
 - the role of a healthy immune system in disease prevention
 - information regarding epidemic, pandemic and endemic status
 - role of dormant/inactive diseases
 - preventative measures
 - other sexually transmitted infection
10. Management of occupational accidents to reduce the risk of HIV and AIDS may include:
 - washing area immediately with soap and running water
 - washing in bleach 1:10 solution
 - placing blood contaminated materials in sealed plastic bags
 - flushing tissue and toilet paper down a toilet
 - washing instruments and machinery parts contaminated by body fluids in strong bleach solution
11. HIV prevention supplies may include:
 - latex gloves
 - serviceable household rubber gloves
 - absorbent materials
 - waterproof plasters
 - disinfectant
 - pair of scissors
 - gauze tape
 - bleach
 - condoms (male and female)
 - water base lubricants

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant legislation from Ministry of Health
2. What are the first aid strategies relevant to HIV and AIDS
3. What are the infection control measures
4. What are the measures to prevent, treat and manage HIV and AIDS
5. What are the modes of disease transmission etc.,
6. What are the leave of absence guidelines relevant to HIV and AIDS
7. What are the self-protection strategies
1. How to apply relevant health policies
2. How to conduct first aid without infecting one's self
3. How to apply universal precautions for infection control
4. How to follow guidelines as stipulated by management
5. How to maintain personal hygiene, immunization status and employ measures to keep immunity intact
6. How to apply knowledge learnt to facilitate prevention of HIV and AIDS
7. How to apply refusal, negotiating and decision making skills

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Ability to:

- a. Develop an understanding, attitude and knowledge regarding HIV and AIDS
- b. Protect self
- c. Evaluate workplace to ascertain safe working environment and available equipment designed to minimize transmission of HIV and AIDS
- d. Develop and implement personal risk reduction plan

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge

THHCOR0141A: Work in a domestic housekeeping environment

Unit Descriptor:

This unit deals with the skills and knowledge required to work effectively within a domestic housekeeping environment. It includes identifying the rights and responsibilities of employees and employers, and conducting work in accordance with industry goals, values and standards.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

- | | |
|--|---|
| 1. Work within industry requirements | 1.1 Locate and read documents outlining industry requirements and clarify any uncertainties with appropriate persons. |
| | 1.2 All work reflects a current working knowledge and understanding of employees and employers rights and responsibilities. |
| | 1.3 Undertake all work which reflects understanding and compliance with relevant duty of care, legal responsibilities and work objectives. |
| | 1.4 Identify and question standards and values considered to be contrary to the industry requirements through established communication channels. |
| | 1.5 Identify and practise behaviour, which contributes to a safe work environment. |
| | 1.6 Carry work activities as stipulated in the terms and conditions of the work contract. |
| 2. Determine future work/career directions | 2.1 Identify and prioritise personal work goals in accordance with industry requirements and future career plans. |
| | 2.2 Take into account personal values and attitudes regarding work and business when planning future work/career directions. |

- 2.3 Identify and address additional skills required.
- 2.4 Identify and pursue opportunities to gain competencies required.
- 3. Maintain knowledge of legal requirements of industry
 - 3.1 Develop knowledge of industry labour organisations/ professional bodies and their roles.
 - 3.2 Maintain knowledge of relevant national and international legislations, conventions and standards.
 - 3.3 Maintain knowledge of legal rights and protection for workers in the industry and address breaches.
 - 3.4 Interpret and demonstrate understanding of work contracts before signing.
 - 3.5 Identify work activities which are contrary to gender, cultural and racial equity provisions and refer to appropriate organisation.
 - 3.6 Maintain awareness of potential for discrimination and exploitation in the work environment.
 - 3.7 Identify and report instances of discrimination and exploitation to the appropriate party.
 - 3.8 Maintain active participation in industry labour organisations/ professional bodies to ensure rights are protected.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

1. Legislation, codes and national standards relevant to the workplace which may include:
 - relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 - relevant industry codes of practice
 - International Labour Organisation
2. Appropriate persons may include:
 - those who have the authority to adjust plans
 - supervisors
 - colleagues
 - external organisations
 - line management staff
3. Rights and responsibilities of employees may relate to:
 - attendance
 - punctuality
 - obeying lawful orders
 - confidentiality and privacy of enterprise, client and colleague's information
 - safety and care with respect to Occupational Health and Safety
 - knowing the terms and conditions of own employment
 - the right to union representation
 - protection from discrimination and sexual harassment
4. Industry requirements may be included in:
 - goals, objectives, plans, systems and processes
 - legal and organisation policy/guidelines and requirements
 - business and performance plans
 - access and equity principles and practice
 - anti-discrimination and related policies
 - ethical standards
 - quality standards and processes for continuous improvement
 - Occupational Health and Safety policies, procedures and programs
5. Actions leading to discrimination and exploitation may include:
 - payment of low wages
 - sexual harassment/rape/sexual exploitation
 - denial of rights
 - overwork
 - substandard working conditions
 - breach of contract
 - addressing worker using derogatory language
6. Rights and responsibilities of employers include:
 - the responsibility of providing a safe environment free from discrimination and sexual harassment
 - the right to dismiss an employee if he/she:
 - commit a criminal offence
 - causes an accident through negligence or carelessness
 - commit acts of disloyalty such as revealing confidential information

7. Behaviour which contributes to a safe work environment may include:
- discussing and negotiating problems and tasks with other team members
 - solving problems as a team
 - sharing knowledge and skills
 - identifying and reporting any risks or hazards
 - using equipment according to guidelines
 - listening to the ideas and opinions of others in the team
8. Additional skills may be acquired by:
- on-the-job coaching or mentoring
 - additional responsibilities
 - presentations/demonstrations
 - formal course participation
 - work experience
 - involvement in professional networks
9. Advice may include:
- formal/informal performance appraisals
 - obtaining feedback from supervisors and colleagues
 - personal, reflective behaviour strategies
 - career counselling

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. What are the work policies, plans and procedures and how to access them
3. What are the client expectations and requirements
4. What are the industry standards and codes
5. What are the work ethics and professionalism
6. What are the competencies to carry out work
7. What are the terms and conditions of employment
8. What are the national and international conventions, legislations and regulations
9. What are the industry professional bodies and unions
10. What are the agencies or individuals to which grievances can be brought to be addressed
11. What are the actions considered to be discriminatory and exploitative
12. What are the gender, cultural and racial equality
13. how to use information systems to source and access new learning opportunities
1. How to identify work requirements and processes
2. How to interpret relevant workplace documentation
3. How to request advice, receive feedback and work with a team
4. How to develop future career goals
5. How to solve routine problems in the workplace while under direct supervision
6. How to select and use technological skills
7. How to communicate with others
8. How to relate to people from a range of social, cultural and ethnic backgrounds

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Evidence below is essential:

- a. ability to identify, access and explain industry requirements including work procedures, standards and values
- b. demonstration of awareness of legal rights of workers and national/international conventions, legislations and regulations relevant to the industry
- c. performance of work in accordance with industry and employers' requirements
- d. ability to identify and take appropriate actions relating to abuse, exploitation and discrimination
- e. ability to plan own career advancement and develop competencies required
- f. Identification and clear explanation of employee and employer rights and responsibilities

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCOR0051A: Communicate on the telephone**Unit Descriptor:**

This unit deals with the skills, knowledge and attitudes required to effectively communicate on the phone. It is an essential skill for large numbers of people working in all sectors of the tourism and hospitality industries.

ELEMENT	PERFORMANCE CRITERIA
Candidates must be able to:	
1. Respond to incoming telephone calls	1.1 Promptly, clearly and politely answer calls, in accordance with organization standards. 1.2 Offer friendly assistance to the caller and accurately establish the purpose of the call. 1.3 Repeat details to caller to confirm understanding. 1.4 Respond to or promptly transfer callers' enquiries to the appropriate location/person. 1.5 Accurately record and pass requests to the appropriate department/person for follow up. 1.6 Where appropriate, take opportunities to promote enterprise products and services. 1.7 Accurately relay messages to the nominated person within designated timelines. 1.8 Promptly report threatening or suspicious phone calls to the appropriate person in accordance with organization procedures.
2. Make telephone calls	2.1 Obtain correct telephone numbers. 2.2 Clearly establish purpose of the call prior to calling. 2.3 Use equipment correctly to establish contact. 2.4 Clearly communicate relevant information, for example, personal and/or company names and reason for calling.

- 2.5 Demonstrate polite and courteous telephone manner at all times.

RANGE STATEMENTS

All range statements must be assessed.

Competent performance of the criteria must be demonstrated in the following:

1. Telephone communication may take place in a range of different contexts including but not limited to:
 - office
 - reception area
 - on tour
 - on site
 - on mobile phone
 - with customers
 - with colleagues

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the specific telephone system operation
2. What are the enterprise products and services
3. What are the oral communication skills
4. What are the basic written skills for taking
5. What are the messages
1. How to respond to incoming telephone calls
2. How to make telephone calls

EVIDENCE GUIDE

Competency is to be demonstrated by effectively communicating on the phone in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Look for:

- a. ability to effectively operate telephone equipment
- b. ability to provide courteous and friendly telephone service
- c. clarity in oral communication

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCOR0071A: Deal with emergency situations

Unit Descriptor:

This unit deals with the skills and knowledge required to deal with emergency situations that may occur or affect guests and workers in a hospitality environment.

ELEMENT	PERFORMANCE CRITERIA
Candidates must be able to:	
1. Carry out emergency procedures in the event of a fire	1.1 Use fire fighting equipment in accordance with property procedures. 1.2 Effectively apply appropriate emergency procedures. 1.3 Correctly follow instructions for evacuation in a calm, orderly manner. 1.4 Deal with unexpected situations in accordance with given guidelines. 1.5 Pass on accurate information in an appropriate format to other personnel.
2. Deal with the discovery of suspicious items/packages	2.1 Identify suspicious items and packages and promptly report to the appropriate personnel. 2.2 Follow correct safety and security procedures in a calm and orderly manner.
3. Carry out emergency procedures in the event of accidents	3.1 Apply emergency procedures in accordance with given instructions. 3.2 Take appropriate action to ensure safety of injured and uninjured persons in accordance with given guidelines. 3.3 Give comfort and reassurance to injured persons. 3.4 Report personal emergency and accidents in an appropriate manner and to the appropriate personnel. 3.5 Identify accidents and take action immediately.

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| 4. | Carry out emergency procedures in the event of a hurricane | 4.1 | Take appropriate steps to protect life and property in the event of an impending hurricane. |
| | | 4.2 | Adhere to all relevant safety precautions. |
| | | 4.3 | Identify damages to life and property and accurately prepare all relevant documents and dispatch to the appropriate personnel. |
| | | 4.4 | Follow correct evacuation procedures in a calm, orderly manner, in accordance with property procedures. |
| | | 4.5 | Report and handle unexpected situations in accordance with property procedures. |
| | | 4.6 | Establish communication and sources of assistance with other staff. |
| 5. | Carry out emergency procedures in the event of an earthquake | 5.1 | Identify unsafe areas and immediately evacuate. Persons. |
| | | 5.2 | Adhere to all relevant safety precautions. |
| | | 5.3 | Identify damages, accurately prepare all relevant documents and dispatch to the appropriate personnel. |
| | | 5.4 | Follow correct evacuation procedures in a calm, orderly manner in accordance with property procedures. |
| | | 5.5 | Report and handle unexpected situations in accordance with property procedures. |
| | | 5.6 | Establish communication and sources of assistance with other staff. |
| | | 5.7 | Reassure guests in an appropriate manner. |

RANGE STATEMENTS

This unit may apply to various staff in tourism and hospitality sectors:

1. Types of fire to include:
 - fires involving combustible materials (wood, paper, cloth)
 - fires involving flammable liquids (gasoline, kerosene, thinner, grease);
 - fires involving electrical equipment
2. Fire extinguishing equipment and supplies to include:
 - extinguishers (A, B & C)
 - sand, water
 - "Wet Blanket"
3. Emergency Procedure to include:
 - eliminating cause of fire
 - use of fire extinguishers
 - alerting appropriate personnel
 - reassuring guests
4. Suspicious items or packages include:
 - bags, packages and parcels which have been left unattended for no apparent reason
 - unusual deliveries
5. Emergencies that must be reported include:
 - heart attack
 - drug overdose
 - fainting
 - diarrhoea
 - vomiting
 - food poisoning
6. Accidents involving injury to guests, staff and visitors, which require basic first aid include:
 - burns
 - choking,
 - cuts
7. Potential hazards resulting from earthquake to include:
 - objects that may fall
 - cracks in walls and floors
 - exposed electrical wires
 - wet floors
 - broken sewer mains
 - damages to life and property to include death, persons with broken limbs, damaged equipment, damaged building
8. Appropriate action to include:
 - eliminating cause of accidents where possible
 - rendering first aid
 - alerting relevant department or personnel

9. Safety precautions to include:
- guidelines from the Office of Disaster Preparedness and Emergency Management (ODPEM)
 - property's emergency plan

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the types of fire and the requisite fighting equipment
 2. What are the proper use of firefighting equipment
 3. What are the safety precautions and procedures in evacuating a building in which there is fire
 4. What are the emergency procedures in the event of fire
 5. What are the cues in identifying suspicious items or packages
 6. how to deal with emergencies such as heart attack, drug overdose, fainting, diarrhea, vomiting, food poisoning
 7. What are the other emergencies that may occur following an earthquake
 8. What are the post-earthquake safety precautions
 9. What are the precautionary measures in preparing for an impending hurricane
 10. What are the Office of Disaster Preparedness and Emergency Management (ODPEM) and its roles and functions
1. How to use fire fighting equipment
 2. How to carry out emergency procedures in the event of a fire
 3. How to identify suspicious items and packages
 4. How to deal with the discovery of suspicious items/packages
 5. How to carry out emergency procedures in the event of accidents
 6. How to carry out emergency procedures in the event of a hurricane
 7. How to carry out emergency procedures in the event of an earthquake

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to monitor staff performance in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Look for:

- a. ability to deal with emergency situations mentioned in the Range Statement, as displayed in simulated scenarios

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Simulated activities must closely reflect the type of emergencies that may occur in a hospitality environment and may need to take place over a period of time.

THHHOK1171A: Clean toilets and washrooms

Unit Descriptor:

This unit deals with the skills and knowledge required to clean toilets and washrooms using manual equipment only.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

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|----|---------------------------------|-----|--|
| 1. | Prepare for cleaning activities | 1.1 | Enter toilets and washrooms following established housekeeping procedures. |
| | | 1.2 | Adequately ventilate toilet and washroom is during cleaning operations. |
| | | 1.3 | Observe precautionary provisions for the protection of self and others at all times. |
| | | 1.4 | Select appropriate cleaning agents and equipment for the surface and dirt being removed. |
| 2. | Clean fixtures and fittings | 2.1 | Select appropriate cleaning agents for intended purpose. |
| | | 2.2 | Mix and apply cleaning agent according to manufacturer's instructions. |
| | | 2.3 | Clean fixtures and fittings in an order that is least likely to spread contaminants. |
| | | 2.4 | Waste outlets and overflows are free from dirt and debris following cleaning activities. |
| | | 2.5 | Fixtures and fittings are clean and free of smears. |
| | | 2.6 | Promptly report faults and problems to the appropriate person. |
| | | 2.7 | Correctly complete relevant records/reports. |

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|----|---|-----|---|
| 3. | Replenish bathroom and washroom consumables | 3.1 | Check holders to ensure that the correct amounts of consumables are in place. |
| | | 3.2 | Correctly secure waste items and place them for disposal. |
| | | 3.3 | Correct amount and type of consumables are in place. |
| | | 3.4 | Arrange consumables consistent with property standards. |
| | | 3.5 | Correctly prepare reports and post as instructed. |

RANGE STATEMENTS

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

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|----|---|----|--|
| 1. | Bathroom and restroom fixtures and fittings may include: | 2. | Problem situations may include: |
| | <ul style="list-style-type: none"> • urinals • water closets • mirror • bidets • bath tubs • lavatory basins • water closet • faucets • clothes closets • glassware • tissue holders • towel holders • knobs and handles rails
(polished/painted wood and metal) | | <ul style="list-style-type: none"> • leaks and water damage • safety risks • damaged areas • cracked or broken windows • damaged frames |
| 3. | Supplies include, but are not limited to: | 4. | Cleaning process to include: |
| | <ul style="list-style-type: none"> • soap • tissue • towel • lotion • shampoo | | <ul style="list-style-type: none"> • eliminating dirt and grime • sanitizing • disinfecting • polishing |

5. Debris may include:
- sharp objects
 - sand leaves and twigs
 - glass, bottles
 - garbage

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

- | | |
|---|---|
| 1. What are the health and safety precautions relating to cleaning operations | 1. How to select and set up/prepare cleaning equipment and supplies |
| 2. What are the safe handling of common cleaning equipment and chemicals used in tourism/hospitality establishments | 2. How to clean floors |
| 3. What are the safe handling and treatment of common hazards encountered in areas to be cleaned including: | 3. How to clean furniture and furnishings |
| 4. What are the blood, needles and syringes, used condoms, sharp objects, human waste, surgical dressings, broken glass, skewers, fat and oil, hot pans, knives, bones, crustacean shells, | 4. How to clean doors, |
| 5. What are the enterprise security procedures | 5. How to clean windows, |
| 6. What are the safe bending and lifting practices | 6. How to clean walls |
| 7. What are the cleaning precautions, procedures and techniques relating to surfaces such as glass, painted/polished wood, steel, iron, plastic, rubber, brass, silver, aluminium, fabric, leather, concrete (paved, painted) | 7. How to clean ceilings |
| | 8. How to maintain and store cleaning equipment and chemical |

EVIDENCE GUIDE

Competency is to be demonstrated by safely and efficiently use relevant equipment and cleaning agents in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated understanding of the importance of cleaning staff to the overall quality of service provided by the enterprise and a demonstrated ability to safely and efficiently use relevant equipment and cleaning agents.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHHOK1221A: Clean food production areas, equipment and utensils

Unit Descriptor:

This unit deals with the skills and knowledge required to clean and prepare food production areas, equipment and utensils.

ELEMENT		PERFORMANCE CRITERIA	
Candidates must be able to:			
1. Clean food production areas	1.1	Carry out work within time allowed, without hindrance to the work of others.	
	1.2	Make ready and use the right type of cleaning agents and equipment according to instructions.	
	1.3	Clean sinks and hand basins and create free-flow.	
	1.4	Clean and create free flowing drains, gullies and overflows.	
	1.5	Free ceiling from dust, dirt, insects and spider webs.	
	1.6	Wipe windows, mirrors and other fixtures clean of dust and removable stains.	
	1.7	Thoroughly sweep and/or clean floors, including corners.	
	1.8	Dust, sanitize and make ready for use, shelving, cupboards and drawers.	
	1.9	Correctly collect, dispose of waste and rubbish and sanitize and make containers ready for use.	
2. Clean food production equipment	2.1	Make ready for use the right type of cleaning and sanitizing agents.	
	2.2	Correctly turn off equipment and dismantle prior to cleaning.	
	2.3	Clean and correctly reassemble equipment.	
	2.4	Complete work safely without damage to equipment or persons.	

- | | |
|-----------------------------------|---|
| 3. Clean food production utensils | 3.1 Use suitable cleaning equipment and supplies for the type of utensils. |
| | 3.2 Correctly clean and leave to dry food production utensils. |
| | 3.3 Identify, isolate and report damaged utensils to the relevant person. |
| | 3.4 Correctly handle and store cleaned utensils. |
| | 3.5 Correctly dispose of waste and food debris. |
| | 3.6 Leave cleaning areas and equipment sanitized and ready for use. |
| | 3.7 Effectively handle and report unexpected situations to the relevant person. |

RANGE STATEMENTS

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

1. Surfaces include:

- metal
- wall tiles
- painted surfaces
- glass
- laminated surfaces

2. Unexpected situations include:

- difficulties with cleaning materials
- difficulties with waste containers
- difficulties with maintenance

3. Equipment include, but not limited to:

- steamers
- grills
- ovens
- microwave ovens
- ranges
- griddles
- salamanders
- fryers
- bain-marie hotplates
- food processors
- dishwashers

4. Utensils used can be:

- stainless metal
- coated metal
- wood
- plastic
- porcelain
- earthenware
- glass
- brass

5. Utensils include:

- chopping boards
- pots and pans
- bowls, dishes, moulds
- whisks
- sieves, colanders, strainers
- spoons, ladles, slices
- graters
- peelers, corers
- tin openers

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

<u>What are:</u>	<u>How to:</u>
1. the reasons for using separate cleaning equipment and utensils for floors and work surfaces	1. clean sinks and hand basins
2. the protective clothing that should be worn for cleaning tasks	2. clean drains, gullies and overflows
3. the reason for clearly marking areas being cleaned	3. clean shelving, cupboards and drawers
4. food hygiene	4. clean food production equipment
5. correct handling and disposal of waste procedures	5. clean food production utensils
6. the reasons for storing cleaning equipment separately from food items	
7. allergies and steps to prevent allergic reactions	
8. the reasons for reporting faulty equipment	
9. reasons for storing cleaning materials in correctly labeled containers	
10. the reasons for turning off and isolating equipment prior to cleaning exercise	
11. cleaning equipment and materials and their appropriate use	
12. the reasons for not using disinfectants in food areas	
13. the procedures for cleaning, drying and storing types of utensils	

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to clean food production areas, equipment and utensils in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

- a. ability to clean food production areas equipment and utensils safely and efficiently

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHFAB0151A: Prepare and serve non-alcoholic beverages**Unit Descriptor:**

This unit deals with the skills and knowledge required to prepare and serve a range of teas, coffees and other non-alcoholic beverages.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|--|
| 1. Prepare and serve a range of teas and coffees | <ul style="list-style-type: none"> 1.1 Identify the name and style of coffee or tea requested in response to customer request or agreed with customer prior to serving. 1.2 Select and use correct ingredients and equipment in accordance with manufacturer's specifications and enterprise practices. 1.3 Correctly prepare beverages in accordance with customer requests and required timeframe. 1.4 Consider strength, taste, temperature and appearance. 1.5 Present beverages attractively in appropriate crockery or glassware in accordance with enterprise standards. |
| 2. Prepare and serve cold beverages | <ul style="list-style-type: none"> 2.1 Correctly select ingredients. 2.2 Correctly select and use machinery and equipment in accordance with manufacturer's specifications. 2.3 Correctly prepare beverages in accordance with standard recipes, customer requests and required time frame. 2.4 Attractively serve and garnish beverages in appropriate container. |

3. Use, clean and maintain equipment and machinery for non-alcoholic drinks
 - 3.1 Safely use machinery and equipment in accordance with manufacturer's specifications and hygiene/safety requirements.
 - 3.2 Regularly clean and maintain machinery and equipment in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules.
 - 3.3 Promptly identify and report problems to the appropriate person.

RANGE STATEMENTS

This unit applies to the serving of coffee, tea and other non-alcoholic beverages.

1. Coffee methods may include but are not limited to:
 - brew
 - iced
 - espresso
2. Teas may include but are not limited to:
 - herb
 - specialty
 - instant
3. Cold beverages may include but are not limited to:
 - shakes
 - flavoured milks
 - iced chocolate/coffee
 - juices
 - cordials and syrups
 - waters
 - soft drinks
 - non-alcoholic cocktails
 - mix water

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

<u>What are the:</u>	<u>How to:</u>
1. origins and characteristics of a range of different types of coffees and teas	prepare and serve non-alcoholic beverages which include but are not limited to:
2. processes involved in the production and preparation of teas and coffees	
3. variety of non-alcoholic beverages	
4. procedures in preparing a range of natural juices	
5. characteristics of, and ingredients used in non-alcoholic beverages commonly available in the Jamaican market	
	1. coffee
	2. teas
	3. shakes
	4. flavored milk
	5. hot/iced chocolate
	6. juices
	7. syrups
	8. soft drinks
	9. non-alcoholic cocktails

EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and serve non-alcoholic beverages in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

ability to:

- a. prepare and serve a range of coffees, teas and non-alcoholic beverages
- b. demonstrate knowledge of drinks products, hygiene requirements and equipment usage
- c. demonstrate various beverage preparation styles according to the need of the work place

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCFP0281A: Prepare sandwiches**Unit Descriptor:**

This unit deals with the skills and knowledge required to prepare and present sandwiches.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|----|--|-----|---|
| 1. | Prepare and present a variety of sandwiches | 1.1 | Select bases from a range of bread types. |
| | | 1.2 | Select and combine appropriate and compatible. Ingredients for fillings. |
| | | 1.3 | Present sandwiches using techniques of spreading, layering, piping, portioning, moulding and cutting. |
| | | 1.4 | Appropriately select and correctly use equipment for toasting and heating. |
| | | 1.5 | Make presentation in accordance with proper hygiene and enterprise practices. |
| 2. | Apply organisational skills for work flow planning and preparation | 2.1 | Prepare and present sandwiches in a logical and sequential manner within the required time frame. |
| 3. | Store sandwiches | 3.1 | Correctly store sandwiches to maintain freshness and quality. |

RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Sandwiches may be classical or modern, hot or cold, and using a variety of fillings and/or types of bread

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. organisational skills and teamwork
2. safe work practices must be demonstrated, in particular in relation to bending and lifting
3. principles of nutrition, in particular the effects of cooking on the nutritional value of food in menus
4. culinary terms commonly used in the enterprise
5. principles and practices of hygiene
6. logical and time efficient work flow
7. inventory and stock control systems
8. receiving, storing, holding and issuing procedures
9. costing, yield testing, portion control
10. historical development of menus, modern trends

How to:

1. select and combine ingredients for fillings
2. prepare sandwiches using spreading, layering, piping, portioning, moulding and cutting techniques
3. present sandwiches

EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare sandwiches in accordance with the performance criteria and the range listed within the range of variables statement.

(1) **Critical Aspects and Evidence**

Evidence should include a demonstrated ability to efficiently and confidently prepare and present the required food items for this unit in the appropriate context, and to a level acceptable by the enterprise.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCFP0581A: Prepare breakfast items

Unit Descriptor:

This unit deals with the skills and knowledge required to organise and prepare food items suitable for breakfast. It focuses on general food preparation techniques.

ELEMENT	PERFORMANCE CRITERIA
Candidates must be able to:	
1. Prepare food production areas for use	1.1 Sanitize, safely assemble and prepare for use utensils of the correct type and size, 1.2 Clean work surfaces and satisfy food hygiene requirements. 1.3 Correctly and safely use cleaning supplies and materials. 1.4 Correctly clean and make ready for use equipment.
2. Assemble ingredients	2.1 Accurately select ingredients to reflect requirements set out in menu plan. 2.2 Ingredients are of appropriate quantity, type and quality. 2.3 Use substitutes which are consistent with menu requirements.
3. Prepare items for cooking/presentation	3.1 Clean, peel and/or prepare vegetables and fruits as required for menu items. 3.2 Apply appropriate sanitation practices in the handling of perishable items including fish, eggs and dairy products. 3.3 Correctly handle and prepare dairy products. 3.4 Measure, sift where appropriate and use dry goods as required for menu items. 3.5 Apply food preparation methods according to requirement for menu. 3.6 Trim, mince or slice and correctly prepare meat. 3.7 Clean and correctly prepare for intended purpose fish and other seafood.

- 3.8 Trim and correctly prepare for intended purpose poultry.
- 3.9 Hygienically handle and correctly prepare precook breakfast items.
- 4. Prepare/cook breakfast items
 - 4.1 Prepare vegetable dishes according to recipe requirements or as ordered and meet guest satisfaction.
 - 4.2 Egg dishes are prepared according to recipe requirements or as ordered and meet guest satisfaction.
 - 4.3 Prepare poultry, meat and sea food dishes according to recipe requirements and as ordered and meet guest satisfaction.
 - 4.4 Prepare and finish batter according to recipe requirements.
 - 4.5 Suitably prepare dough products.
 - 4.6 Correctly apply preparation and cooking methods appropriate to type of farinaceous product.
 - 4.7 Appropriately colour and flavour fruit and vegetable juices.
 - 4.8 Correctly prepare native breakfast dishes.
 - 4.9 Take into account clients' special condition including dietary factors in preparation of hot beverages.

RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

1. Utensils to include:
 - pots
 - pans
 - bowls
 - dishes
 - moulds
 - sieves
 - colanders
 - spoons
 - graters
 - peelers
 - knives
 - choppers
 - tin openers
 - ladles
 - forks
2. Preparation include but not limited to:
 - securing resources required for work activities
 - Arrangements for breakfast, lunch, supper, dinner and special occasions
 - special requests
3. The terms organising and preparing food is also referred to by the French counterpart as “mise en place” and includes:
 - basic preparation prior to serving food. Whilst it might involve cooking components of a dish, it does not include the actual presentation
 - the tasks required to make a section of the Kitchen ready for service
4. Batter items include put not limited to:
 - pancakes
 - French toast
 - fritters
5. Vegetable dishes include:
 - hash brown potatoes
 - steamed carrots
 - steamed turnips
 - callaloo
6. Breakfast to include:
 - American
 - Continental
 - Jamaican specialties
 - International specialities
7. Fruit and vegetable juices include:
 - orange juice
 - pineapple juice
 - blends of fruits
 - tomato juice
 - cucumber drink
8. Dough products include but not limited to:
 - yeast bread
 - quick bread
 - sweet dough
 - patties
 - Danish
 - short crust
 - flaky

9. Egg dishes include:

- stuffed eggs
- scrambled eggs
- boiled eggs
- trifle
- baked
- egg custard
- crème caramel
- over easy
- sunny side
- omelette
- shirred
- soft boil

10. Farinaceous products include:

- fried Johnny Cakes
- boiled dumpling
- bammies

11. Hot beverages include:

- tea
- coffee
- cocoa
- chocolate

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are:

1. breakfast cookery
2. basic breakfast products
3. typical breakfast menus
4. principles that inform meal planning for breakfast
5. personal hygiene
6. cleanliness of work area
7. food borne illnesses
8. food handling methods and the prevention of cross contamination
9. procedures for handling knives (sharpening, washing, using)
10. methods of egg cookery
ways of preparing meats for breakfast cookery including, mutton, goat meat, pork, beef, kidney, liver, sweet bread

How to:

1. ensure equipment is clean, safely assembled and ready for use
2. assemble and prepare ingredients in required form, quantity and within time frame as per given menu/meal plan
3. handle and prepare dairy products
4. apply food preparation methods as required for breakfast menu items. This could include but is not limited to sandwiches, garnishes, entrees, batters and coatings, egg cookery.
5. trim, mince or slice and prepare breakfast meats and poultry
6. clean and prepare fish and seafood for breakfast purpose
7. handle sharp utensils
8. handle breakable items
9. identify spoilt eggs
10. prepare stuffed eggs, scrambled eggs, boiled eggs, poached eggs, omelettes, trifle, baked egg custard, crème caramel

EVIDENCE GUIDE

Competency is to be demonstrated by effectively organizing and preparing items for breakfast in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

1. evidence should include a demonstrated ability to efficiently organise and prepare a range of breakfast items consistent with but not limited to those listed in the Range Statement observing

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job, through practical demonstration on-the-job or in a simulated work place environment. This should be supported by methods to assess underpinning knowledge.

THHCAT0662B: Prepare foods according to specific dietary and cultural needs

Unit Descriptor:

This unit refers to the preparation and cooking of foods to meet specific cultural and dietary needs.

ELEMENT		PERFORMANCE CRITERIA	
Candidates must be able to:			
1.	Prepare and present foods to satisfy dietary needs	1.1	Identify special requirements for therapeutic diets.
		1.2	Select ingredients essential for therapeutic diet requirements.
		1.3	Select appropriate ingredients to ensure the quality of end products.
		1.4	Employ suitable preparation and cooking techniques.
		1.5	Modify food texture where appropriate to suit specific requirements.
		1.6	Present in an appetising and attractive manner an adequate range of nutritionally balanced food.
2.	Prepare foods to satisfy special cultural needs	2.1	Identify requirements for specific cultural groups
		2.2	Employ appropriate equipment and cooking techniques for specific diets.
		2.3	Prepare and serve food taking into account cultural considerations.
		2.4	Present in an appetising and attractive manner an adequate range of nutritionally balanced food.
		2.5	Use religious food stamps when necessary

3. Prepare foods to satisfy target markets
- 3.1 Special dietary needs are identified and met for target groups.
- 3.2 An adequate range of nutritionally balanced food is prepared and presented in an appetising manner.

RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

1. Target groups include but not limited to:

- aged
- infants
- children
- adolescents
- hospital patients
- prisoners
- athletes
- diabetics

2. Groups identified include but not limited to:

- Rastafarian
- Jewish
- Seventh Day Adventist
- Vegetarian

Special dietary needs includes therapeutic and contemporary

3. Special dietary needs include but not limited to:

- vegetarian
- vegan
- modified sodium/potassium
- low fat/cholesterol
- high fibre
- gluten free
- high/low energy
- diabetic
- modified texture
- high/low protein
- fluids

4. Contemporary diet regimes include:

- fit for life
- macrobiotic
- low-fat

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. principles of nutrition, in particular the effects of cooking on the nutritional value of food
2. culinary terms commonly used in the enterprise
3. principles and practices of hygiene
4. appearance and quality
5. dietary guidelines for diabetics
6. Contemporary diet regimes including:
7. (fit for life, macrobiotic, low-fat)

How to:

1. prepare and present foods to satisfy dietary needs
2. select ingredients for therapeutic diet requirements
3. modify food texture
4. prepare foods to satisfy special cultural needs
5. prepare foods to satisfy target markets

EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and cook foods according to specific dietary and cultural needs in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Ability to:

- a. apply nutrition principles
- b. apply hygiene principles
- c. use dietary guidelines for diabetics

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: oral/written questioning and practical demonstrations, workplace document and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHHOK1592A: Care for adults**Unit Descriptor:**

This unit deals with the skills and knowledge required to care for adults including attending to their nutritional, personal and hygienic needs.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | |
|----|-------------------------------|---|
| 1. | Prepare meals for the elderly | 1.1 Food and drinks meet nutritional requirements. |
| | | 1.2 Method of food preparation complies with expressed wishes. |
| | | 1.3 Apply hygiene and safety standards in the storage, preparation and serving of food. |
| | | 1.4 Safely and based on appropriate development involve children in the preparation and serving of food. |
| | | 1.5 Serve food and drinks at an appropriate temperature and consistency. |
| | | 1.6 Present food and drinks in ways that are attractive and appetising. |
| | | 1.7 Provide appropriate eating and drinking aids to the person's level of development and physical condition. |
| | | 1.8 Give assistance in the use of eating and drinking aids which is consistent with the promotion of self-reliance. |
| | | 1.9 Keep the eating environment in a way that ensures physical comfort. |
| 2. | Provide hygiene care | 2.1 Hygienically maintain washing and toilet areas. |
| | | 2.2 Make readily accessible toiletry supplies which are of appropriate types. |
| | | 2.3 Carry out The disposal of waste products and soiled items in a safe and hygienic manner. |
| | | 2.4 Routines for the maintenance of personal hygiene are appropriate. |

- 2.5 Adapt hygiene maintenance routines to suit the needs and personal preferences of individual families.
 - 2.6 Consistently maintain persons' physical comfort and deal promptly with "accidents" in a way that does not undermine self esteem and privacy.
 - 2.7 Encourage independent self-care skills in ways that are appropriate to the individual.
 - 2.8 Use equipment or give assistance using encouraging independent self-care skills which are consistent with the physical abilities of the individuals.
 - 2.9 Note and report signs of poor health, abnormality and/or infection.
3. Respond to illness
- 3.1 Promptly recognise and report signs and symptoms which might indicate illness/emerging chronic conditions.
 - 3.2 Make the individual as comfortable and reassured as possible.
 - 3.3 Isolate the individual, if necessary/appropriate, to protect his/her health and that of others.
 - 3.4 Closely monitor health condition and seek medical attention as appropriate.
 - 3.5 Make aware appropriate persons of the illness of individual.
 - 3.6 Administer medication only if prescribed by a medical practitioner or on instruction of parents/guardians, and the known side effects of medication are appropriately catered for.
 - 3.7 Adapt routines and activities as necessary to accommodate the needs of the sick.
4. Provide personalized care to the elderly
- 4.1 Give sponge, bed, tub bath and shower, taking into account the individual's physical condition.
 - 4.2 Apply hair and skin care taking into account the individual's physical condition.
 - 4.3 Appropriately position the individual and correctly rub the back.

- 4.4 Employ procedure in providing oral hygiene, which allows for the effective brushing of teeth and cleaning of the tongue.
- 4.5 Use cleaning process, which renders denture free of food particles and foul smell.
- 4.6 Use hygienic shaving implements and shave face to the satisfaction of the person.
- 4.7 Provide foot and hand care, which allows for the proper treatment of the nails and skin.
- 4.8 Give assistance in dressing and undressing, which does not impede self help efforts.

RANGE STATEMENTS

The range statement links the required knowledge and organizational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organizations and workplaces. The following variables are listed alphabetically and may be present for this particular unit.

1. Home environment may include:

- house, flat or other dwelling
- caravan/mobile home
- group home
- hostel
- private or public housing
- residential care or other institution
- temporary accommodation

2. Client may include:

- individual
- family
- employer
- guest
- visitor
- physically impaired individuals

3. Care activities include:

- preparing meals
- providing hygienic care
- provide sponge bath
- give bed bath
- provide tub bath
- help with shower
- give assistance with body emissions
- provide hair care
- provide skin care
- give back rub
- provide oral hygiene
- clean denture
- give facial shave
- provide foot care
- provide hand care
- give assistance in dressing and undressing

4. Types of illness:

- minor ailments (cuts, bruises and simple discomforts)
- conditions (asthma, epilepsy, sickle cell)
- sudden acute illness
- unconsciousness
- unusual temperatures

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. basic geriatric care steps
2. special needs (physical, emotional, psychological) and how to deal with them
3. techniques for giving sponge, bed and tub bath to the elderly and persons unable to do things for themselves
4. hair and skin care
5. purpose and method of back rub
6. foot and hand care – supplies, implements and procedures
7. means of transmission and prevention of HIV and Hepatitis B virus
8. good housekeeping, hygienic standards and universal precaution
9. particular medical condition – disability or illness which requires special handling care
10. attitudes and behaviours associated with dealing with the age group
11. medical condition, etc. and effective strategies to deal with them

How to:

1. provide nutritional care for elderly
2. provide hygienic care for elderly
3. identify sign of illnesses
4. assist elderly in movement
5. work safely
6. read and interpret instructions
7. communicative effectively
8. calculate and estimate quantities
9. work with others
10. maintain safe and hygienic environment
11. how to give facial shave
12. offering assistance with shower/cleaning after body emissions
13. demonstrate knowledge of nutrition
14. preparing food for elderly
15. provide oral hygiene
16. clean the denture
17. specially care for the diabetic persons
- 18.

EVIDENCE GUIDE

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to care for adults. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the working environment.

(1) Critical Aspects and Evidence

Ability to:

- a. demonstrate knowledge of the basic principles of nutritional and hygienic care relating to the care of the elderly
- b. provide appropriate meals for the elderly
- c. provide hygienic care and assistance for the elderly
- d. detect signs of illnesses and seeking appropriate medical assistance
- e. assist elderly in movement and personal care
- f. treat the elderly with respect and dignity
- g. comply with health, safety and legal requirements, policies and procedures

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CSAHCA0032A: Assist care recipient with medication

Unit Descriptor:

This unit deals with relevant skills and knowledge required to provide assistance to care recipients with medication in a variety of care settings under appropriate supervision.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | | |
|----|---------------------------------------|------|---|
| 1. | Prepare for medication administration | 1.1 | Review medication plan for care recipient with nurse / supervisor. |
| | | 1.2 | Carryout hand washing procedure. |
| | | 1.3 | Appropriately identify medication, patient and treatment by the medication chart and the nursing supervisor. |
| | | 1.4 | Assemble required equipment for procedure. |
| | | 1.5 | Make comfortable and reassure care recipient. |
| | | 1.6 | Give relevant information/instructions to care recipient. |
| | | 1.7 | Prepare medications within legal guidelines. |
| | | 1.8 | Provide water or food as needed to be taken with medications. |
| | | 1.9 | Identify and appropriately deal with situations that are of potential risks of cross-infection among care recipients. |
| | | 1.10 | Assist care recipients who self-medicate as required. |
| 2. | Administer medication | 2.1 | Observe the "Six Rights" of medication under appropriate supervision. |
| | | 2.2 | Administer medication and medication related treatment as prescribed by a medical practitioner or on the instruction of supervisor. |

- 2.3 Appropriately identify medication and medication related treatments.
- 2.4 Take relevant precautions to prevent drug error.
- 2.5 Ensure appropriate positioning of care recipient depending on the route of medication.
- 2.6 Take relevant precautions to prevent contamination of medication and treatment.
- 2.7 Encourage care recipients to participate in medication administration.
- 2.8 Recognize and promptly bring to the attention of the appropriate personnel signs and symptoms, which might indicate adverse reaction to medication/ treatment.
- 2.9 Accurately record and report the observed side effects of medications.
- 2.10 maintain accurate, legible and current records.
- 2.11 Give attention to special instructions and considerations for particular medications (such as "always take with food").
- 2.12 Observe and record self-administration of medications/treatment by care recipients as per available protocol.
- 2.13 Provide appropriate instructions and assistance for care recipients who are able to do self-administration of medications.
- 2.14 Do replacement of medications in a safe and timely manner in appropriate storage area(s).
- 2.15 Do appropriate checks to ensure medications are taken and not hoarded or stored by care recipients.
- 2.16 Dispose of or wash equipment used in medication administration in appropriate solution.
- 2.17 Wash hands after procedure is done.
- 2.18 Apply first aid when necessary and in accordance with given instructions.

- | | | | |
|----|-------------------|-----|---|
| 3. | Store medications | 3.1 | Read labels and follow instructions with regards to appropriate storing methods. |
| | | 3.2 | Keep medications used for care recipient needs in one place, separate from medicines used by other residents/family members. |
| | | 3.3 | Use locked cabinets in care settings with young children and disoriented elderly persons. |
| | | 3.4 | used childproof containers in care settings with children. |
| | | 3.5 | Keep medications in original containers and not mixed with other medicines during storage. |
| | | 3.6 | Keep medications that require refrigeration on upper shelf in the back or at appropriate temperature as stipulated on medicine container. |
| | | 3.7 | Store all medications away from heat, light and moisture. |

RANGE STATEMENT

The Range statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

- | | |
|---|--|
| 1. This competency should be demonstrated in accordance with: | 2. Characteristics of patient/client may be: |
| <ul style="list-style-type: none"> • prescribed guidelines that govern care settings • regulations in regard to the responsibilities for unlicensed personnel assisting clients/residents with medications • policies/ protocols relevant to the medication administration • guidelines that govern scope of practice • universal precautions • emergency information e.g. Hospitals, Police, other relevant numbers accessibility of medical facilities for emergency situations | <ul style="list-style-type: none"> • care recipients with special needs requiring medication treatment and for health maintenance |
| | 3. Patients/clients may include: |
| | <ul style="list-style-type: none"> • individuals across the developmental lifespan with/or without disabilities |

4. Types of medications may include
 - Medications that are sold as over-the-counter drugs (OTC) and prescribed
 - drugs that may be taken by mouth;
 - those instilled in eye, ears or nose; inserted as pessaries or suppositories; applied as ointment or creams
 - insulin injection, with appropriate supervision
5. Caregiver's preparation may include:
 - washing of hands/universal precautions
 - ability to read and follow instructions carefully
 - assemble needed items for administration
 - appropriate preparation of care recipient
 - inventory check for appropriate medications
 - appropriate storage area
6. Types of Equipment may include:
 - Medication tray
 - cups
 - spoon
 - apparatus for crushing tablets
 - water jug
 - straw
 - syringes and needles of appropriate type (insulin), alcohol
 - alcohol swabs
 - different type of applicators
 - care recipient medication record /document,
 - personal care equipment (PPE)
7. Six rights of medication include:
 - Right prescription/Doctor
 - Right time
 - Right patient
 - Right medication
 - Right medication dosage
 - Right route

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. value of having adequate supervision during drug administration
2. situations that can cause medication contamination or mix up
3. developmental stages of care recipients and its influence on the medication administration procedure
4. care recipient's predisposition to side/adverse reactions related to the presence of existing diseases
5. the importance of interaction/communication during procedure
6. side effects of commonly used drugs
7. different routes that medications can be administered within scope of caregivers practice under supervision
8. basic first aid techniques to be used in collaboration with health team in the event of a drug reaction
9. importance of maintaining records of medication administered
10. storage requirements and need for proper labeling of medicines
11. chronic diseases that require long term medication and need for constant supply
12. the six rights of medication

How to:

1. practice universal precautions especially hand washing
2. safely prepare medication to be administered safely with supervision
3. observe care recipients who self-medicate and report unusual behavior during or after administration
4. assist with basic first aid in a safe and timely manner with supervision
5. document pertinent data on/in appropriate record
6. practice "The six rights" of medication administration with supervision
7. identify side / adverse effects of medication and report to appropriate person
8. stay with care recipient until medication is swallowed
9. store medication in appropriate areas
10. administer medication via correct routes with supervision
11. follow policies / procedures of care settings
12. persuade patient to take medication

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1) Critical Aspects of Evidence

Ability to:

- a. Apply relevant regulations, policies and protocols.
- b. Utilize universal precautions such as hand washing techniques.
- c. Maintain “The Six Rights” for medication administration
- d. Ensure appropriate supervision is available at all times
- e. Check for expiratory dates on all medications.
- f. Encourage self-reliance in care recipients who do self-medication.
- g. Document medication after it is given/ taken or refused.
- h. Know common drug classifications
- i. Assist with the application of first aid in the event of adverse reaction.
- j. Use specialized equipment used for medication administration.
- k. Administer only those medications prepared by caregivers or medicines that were observed being prepared.
- l. Administer medication to patient

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHGHS0172B: Provide basic first aid**Unit Descriptor:**

This unit deals with the skills and knowledge required to provide first aid. It complies with standards, practices and procedures of St John Ambulance Association and equivalent first aid bodies.

ELEMENT		PERFORMANCE CRITERIA	
Candidates must be able to:			
1.	Assess and respond to emergency situations	1.1	Quickly and correctly recognise emergency situations.
		1.2	Assess the situation and promptly make a decision regarding action required.
		1.3	Organise assistance from emergency services/colleagues/customers where appropriate.
2.	Provide appropriate treatment	2.1	Assess patient's physical condition from visible vital signs.
		2.2	Provide first Aid is to stabilise the patient's physical and mental condition in accordance with organisation policy on provision of first aid and recognised first aid procedures.
3.	Monitor the situation	3.1	Identify and notify back up services appropriate to the situation.
		3.2	Accurately and clearly convey information on the victim's condition to emergency services personnel.
4.	Prepare an incident report	4.1	Document emergency situations according to company procedures.
		4.2	Provide clear, accurate and timely reports.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the absence of medical or paramedical care.

1. First aid applications include:
 - bandages
 - cold pack
 - Heimlich maneuver
 - removing/lifting injured persons
 - mouth-to-mouth resuscitation
2. Basic first aid is applied to:
 - cuts
 - simple burns (water, steam, fire)
 - bruises
 - choking
 - sprains
3. Injuries may include:
 - cardio-vascular failure
 - wounds and infections
 - bone and joint injuries
 - eye injuries
 - burns
 - external bleeding
 - unconsciousness
 - effects of heat or cold temperatures
 - pre-existing illness
 - bites
4. Factors which affect the provision of first aid are:
 - the type of site where the injury occurs
 - the nature of the injury and its cause
 - availability of first aid equipment, medications and kits or other suitable alternative aids
 - proximity and availability of trained paramedical and medical assistance
 - the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
 - chemical contamination
5. Emergency situations may include but are not limited to:
 - accidents (in water or on land)
 - fire
 - floods
 - earthquakes

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. legal issues that affect the provision of first aid in different industry sectors
2. CPR techniques
3. Standards of local first aid body, eg. St Johns
4. First Aid measures to be applied in specific emergencies

How to:

1. apply CPR
2. correctly apply a range of first aid techniques for all situations described in the Range of Variables, e.g. mouth-to-mouth resuscitation

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide first aid in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

- a. ability to demonstrate competence,

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning, practical demonstrations, workplace documents and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHDHK1532A: Maintain attractive home environment

Unit Descriptor:

This unit deals with the skills and knowledge required to maintain clean, healthy and attractive home environment for clients.

ELEMENT	PERFORMANCE CRITERIA
Candidates must be able to:	
1. Carry out work assignment	1.1 Note or record instructions in sufficient detail to enable tasks to be performed as specified. 1.2 Perform tasks to standards and within time scales specified in instructions. 1.3 Carryout work, which conformed to established scope of work, job role and within authorised area of responsibility. 1.4 Promptly refer any difficulty in fulfilling instructions or uncertainty about area of responsibility to the appropriate person. 1.5 Clearly communicate need for additional support for successful performance of work to the appropriate person. 1.6 Execute work to client's satisfaction and, which meets requirements of relevant quality standards.
2. Maintain an attractive home environment	2.1 Arrange furniture in attractive setting, which allows for free passage of adults and children. 2.2 Clean and free surfaces of dirt, dust and stains. 2.3 Maintain environment which is uncluttered, fresh and has pleasant odour. 2.4 Select and properly arrange curtains and furniture coverings to enhance the aesthetic appeal of the home environment. 2.5 Maintain and arrange Plants and flowers to brighten the environment. 2.6 Polish and maintain appropriate lustre and sheen of items. 2.7 Maintain adequate lighting and ventilation. 2.8 Place and arrange clothing and other personal items in designated areas and in accordance with client's

- instructions.
- 2.9 Clean and arrange decorative items to enhance aesthetic appeal of the home environment.
3. Maintain safety in the home environment
- 3.1 Maintain the setting consistent with accepted standards of hygiene.
- 3.2 Use safety equipment in conformance with the manufacturer's recommendations and guidelines.
- 3.3 Check items for safety and remove and report to the appropriate person if found to be dangerous.
- 3.4 Secure the storage of dangerous substances out of the reach of children.
- 3.5 The dispose safely and hygienically waste material.
- 3.6 Identify and deal with potential hazards in ways that ensure the safety of children and adults.
- 3.7 Solve problems within own area of responsibility and escalate more complex issues to authorised person(s).
- 3.8 Adequately fasten outside doors or gates and clearly mark unobstructed exits to ensure the safety of all.

RANGE STATEMENTS

The range statement links the required knowledge and organizational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organizations and workplaces. The following variables are listed alphabetically and may be present for this particular unit.

1. Home environment may include:

- house, flat or other dwelling
- caravan/mobile home
- group home
- hostel
- private or public housing
- residential care or other institution
- temporary accommodation

2. Client may include:

- individual
- family
- employer
- guest
- visitor
- physically impaired individuals

3. Dirt types can be wet or dry and may include:
 - blood
 - cobwebs
 - dust
 - food, food scraps and residue
 - grease
 - human waste (faeces, urine, vomit)
 - litter
 - mould and algae
 - mud and dirt
 - pen, texta, pencil
 - rust
 - soap scum
4. Decorative items may include:
 - painting
 - pictures
 - sculpture
 - wallpaper
 - drapes
 - figurines
 - antique furniture
5. Dangerous substances may include:
 - disinfectants
 - cleaning agents
 - glue
 - medicines
 - chemicals
 - oil
 - car maintenance substances
6. Safety equipment/features may include:
 - fire extinguishers
 - guards on stoves
 - gates on stairs
 - fences /guards around pools/ponds
 - covers on electric sockets
7. Maintenance of the environment to include:
 - cleaning
 - tidying
 - removing waste and objects which could put others at risk
 - checking security of gates and equipment
 - appropriate use of storage areas
 - removal of floor spills
8. Materials for maintenance may include:
 - germicide
 - gloves
 - cleaning materials

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. planning methods and techniques for cleaning activities
2. use, care and maintenance of cleaning tools and equipment
3. cleaning agents and material
4. selection and use of appropriate chemicals and materials
5. method and techniques for cleaning different surfaces/areas
6. personal health and safety practices for handling cleaning materials/tools
7. personal hygiene practices, clothing and footwear requirements
8. diseases and health risks
9. microbiological agents of diseases
10. types of contamination and prevention methods
11. cleaning and sanitation requirements
12. waste collection, recycling and handling procedures
13. emergency response and evacuation procedures
14. techniques to enhance aesthetic appeal of home environment
15. applicable legislation, regulations, codes of practice and industry advisory standards
16. OHS legislation and procedures
17. communication and negotiation techniques

How to:

1. clean and dust furniture and surfaces
2. provide attractive environment
3. arrange furniture and decorative items
4. clean and polish items
5. work safely
6. read and interpret instructions
7. communicative effectively
8. calculate and estimate quantities
9. work with others
10. maintain safe and hygienic environment
11. care, maintain and clean surfaces and area (metal, wood, glass ceramic and synthetic tiles)
12. deal with injury, dangerous occurrence and report incident

EVIDENCE GUIDE

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to maintaining attractive home environment. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the working environment.

(1) Critical Aspects and Evidence

Ability to:

- a. demonstrate knowledge of procedures and principles relating to maintaining hygienic, attractive and safe home environment
- b. interpret and carry out work instructions
- c. perform cleaning, polishing and arrangement of household items to provide pleasant setting
- d. learn and improve own capability to perform work role
- e. maintain the health and safety of self and others in the home environment
- f. use appropriate tools, equipment and material safely
- g. safely handle, store and remove hazardous substances
- h. communicate effectively and solving problems
- i. comply with OHS, industry practices and client's requirement

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning, practical demonstrations, workplace documents and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCFP0392A: Prepare diet based and preserved foods

Unit Descriptor:

This unit deals with the skills and knowledge required to prepare foods specifically based on particular therapeutic or lifestyle diets and also preserving foods.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | |
|----|--|---|
| 1. | Preserve foodstuffs | <ul style="list-style-type: none"> 1.1 Correctly identify storage and preservation methods for a variety of foodstuffs according to health regulations and apply. 1.2 Preserve food using methods that take into account the effects of different methods of preservation on nutrition and quality. 1.3 Maintain maximum nutritional value of food item in cooking procedures. |
| 2. | Prepare and present foods to satisfy dietary needs | <ul style="list-style-type: none"> 2.1 Identify special requirements for therapeutic diets. 2.2 Select ingredients essential for therapeutic diets. 2.3 Employ Suitable preparation and cooking techniques and modify food texture where appropriate to suit specific requirements. 2.4 Present an adequate range of nutritionally balanced food in an appetising and appealing manner. |
| 3. | Prepare nutritious food | <ul style="list-style-type: none"> 3.1 Maintain maximum nutritional value of food item is in cooking procedures. 3.2 Identify and correctly prepare menu items suitable for a variety of dietary requirements are. |

RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided

Special dietary needs include therapeutic and lifestyle regimes

1. Special dietary needs include but is not limited to:

- vegetarian i.e. vegan, lacto, ovo-lacto
- modified sodium
- modified potassium
- low fat
- low cholesterol
- gluten free
- high fibre
- modified protein
- diabetic

2. Food preservation methods may include but is not limited to:

- freezing
- drying
- salting and canning

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. dietary guidelines for persons with special needs/conditions (eg. low fat
2. low cholesterol, gluten free, high fibre, modified protein, diabetic)
3. principles of nutrition, in particular the effects of cooking on the nutritional value of food
4. principles of food cooking and preservation
5. culinary and technical terms commonly used in the enterprise
6. main food groups
7. suitable foods for selected target groups
8. principles and practices of hygiene
9. logical and time efficient work flow
10. commodities handling
11. dietary sensitivities and their consequences, including food allergies and intolerances

Skills

The ability to:

1. preserve foodstuffs
2. identify requirements for therapeutic diets
3. select ingredients for therapeutic diets
4. prepare and present foods to satisfy dietary needs
5. prepare nutritious food

EVIDENCE GUIDE

Competency is to be demonstrated by effectively preparing diet based and preserved foods in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Ability to:

- a. efficiently prepare and present preserved and diet based foods to enterprise standards
- b. understand the different nature and handling requirements of each type of diet based food

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning, practical demonstrations, workplace documents and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCFP0492A: Prepare and serve specialised food items

Competency Descriptor:

This unit deals with the skills and knowledge required to plan, prepare and present specialised food items.

ELEMENT	PERFORMANCE CRITERIA
Candidates must be able to:	
1. Select suppliers and purchase items	1.1 Select the best supplier with regard to quality and price related to the enterprise requirements. 1.2 Minimise wastage through appropriate purchase and storage techniques.
2. Plan menus and/or marketing strategies	2.1 Prepare items according to standard recipes. 2.2 Cook items in a variety of styles as required by the enterprise.
3. Prepare and present a wide range of dishes	3.1 Identify potential problems and take appropriate preventative measures to eliminate risks concerning hygiene and occupational health and safety issues in the workplace. 3.2 Use equipment safely and hygienically and operate according to enterprise practice. 3.3 Store items hygienically and correctly.

RANGE STATEMENT

All range statements must be assessed.

Competent performance of the criteria must be demonstrated in the following:

1. The areas of specialised cooking can include but is not limited to:
 - preparation of cakes
 - pastries
 - yeast based goods and desserts
 - meat
 - poultry
 - game
 - seafood
 - vegetables
 - fruit and salad

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. organisational skills and teamwork
2. safe work practices particularly in relation to bending and lifting
3. principles of nutrition, in particular the effects of cooking on the nutritional value of food
4. commonly used culinary terms
5. principles and practices of hygiene
6. logical and time efficient work flow
7. inventory and stock control systems
8. purchasing, receiving, storing, holding and issuing procedures
9. costing, yield testing, portion control
10. historical development of menus
11. modern trends in menus
12. major characteristics of the different varieties of food items
13. balanced menu
14. basic criteria for selecting supplier
15. minimising wastage through proper purchasing and storage procedures
16. occupational health and safety issues in the workplace

How to:

1. select suppliers
2. purchase items
3. minimise wastage
4. price menu items
5. plan menus
6. plan marketing strategies
7. create new menu items
8. prepare menu items
9. cook items in a variety of styles
10. demonstrate advanced preparation and cooking techniques
11. identify potential problems
12. eliminate risks concerning hygiene , occupational health and safety issues in the workplace
13. store food items
14. teach cooking techniques to other staff

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently select, prepare and serve specialised food items in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Ability to:

- a. efficiently prepare and present the nominated specialised food items to enterprise standards
- b. understand the different classifications of the main food groups

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning, practical demonstrations, workplace documents and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

THHCFP0382A: Implement food safety procedures

Unit Descriptor:

This unit refers to the implementation of Food Safety Procedures, using the HACCP method (Hazard ANALYSIS CRITICAL Control Points), as a food safety regime.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | | |
|----|--|-----|--|
| 1. | Identify food safety hazards and risks | 1.1 | Correctly identify all biological, physical and chemical hazards. |
| 2. | Identify critical control points in the food production system, using the HACCP system | 2.1 | Correctly identify control points in the food production system. |
| 3. | Implement the enterprise HACCP plan | 3.1 | Prepare food to the enterprise food safety specifications based on the HACCP system. |
| | | 3.2 | Follow the process flow chart. |
| | | 3.3 | Maintain appropriate records. |
| | | 3.4 | Monitor critical control points are. |
| | | 3.5 | Take corrective actions. |
| | | 3.6 | Undertake internal and external auditing and validation in accordance with HACCP system. |

RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

1. Biological, physical and chemical hazards include but not limited to:
 - bacteria, moulds and yeast
 - broken glass or metal
 - additives
 - chemicals and natural poisons
2. Control points in the food production system include but not limited to:
 - purchasing, delivery & storage
 - preparation and cooking
 - cooling & storage
 - holding or display
 - rethermalisation
 - service
3. Food and related services include the following establishments/operations:
 - educational institutions
 - cafeterias/canteens/cafes/gourmet food shops/restaurants/hotels
 - fast food outlets
 - health establishment
 - corrective services
 - residential catering
 - in-flight catering
 - transport catering
 - events catering
 - private catering

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. HACCP principles and methods of food production
2. hygiene and food safety regulations
3. local regulations pertaining to food production and packaging
4. 'at risk' client groups
5. microbiological hazards
6. process flow planning
7. HACCP recording requirements according to regulatory standards
8. standard operating procedures

How to:

1. identify biological, physical and chemical hazards
2. identify and monitor critical control points in the food production system
3. take corrective actions
4. implement HACCP plan

EVIDENCE GUIDE

Competency is to be demonstrated by effectively implementing food safety procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Ability to:

- a. Efficiently implement food safety procedures.
- b. Understand the different nature and handling requirements of each type.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. The assessment should include comprehensive theory tests or questioning, case studies and/or projects in order to assess underpinning knowledge.

BSBCOR0382A: Display human relations skills
Unit Descriptor:

This unit deals with working relationships and the provision of administrative and management support services to an organization/individual.

ELEMENT	PERFORMANCE CRITERIA
Candidates must be able to:	
1. Interact with persons on the job	1.1 Exercise courtesy and politeness at all times and deal with requests promptly and efficiently. 1.2 Transmit information promptly and accurately. 1.3 Conduct communication in a pleasant and effective manner. Recognize and react to non-verbal communication in an appropriate manner. 1.4 Appropriately handle difficulties in working relationships. 1.5 Appropriately handle confidential information.
2. Exercise tactfulness, initiative, goodwill and reliability	2.1 Exercise and objectivity maintain tact and under all circumstances. 2.2 Exercise initiative and good judgement at all times. 2.3 Promote goodwill and trust at all times and exhibit reliability in all activities. 2.4 Give correct information regarding the organization and its operations at all times.
3. Exercise loyalty, honesty and confidence	3.1 Exhibit/Demonstrate loyalty to co-workers, supervisors and the organization at all times. 3.2 Appropriately portray self-confidence and assertiveness and practise honesty always. 3.3 Display flexibility, positive attitudes and professionalism at all times in executing duties. 3.4 Exercise diplomacy when communicating information between upper and lower level management staff.

RANGE STATEMENT

The range statement relates to the unit as a whole and facilitates holistic assessment. Competent performance of the criteria must be demonstrated in the following.

1. Legislation, codes and national standards relevant to the workplace which may include:
 - relevant legislation from all
 - government agencies that affect business operation, especially in regard
 - Occupational Health and Safety
 - environmental issues, equal opportunity
 - industrial relations and anti-discrimination
 - relevant industry codes of practice
2. Difficulties in working relationships to include:
 - inequity in division of work
 - lack of cooperation
 - tardiness
 - impoliteness
3. Codes of conduct/behaviour:
 - an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
4. Persons to include:
 - peers
 - supervisors
 - clients/customers
 - general public
5. Communication:
 - oral
 - written
 - non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

What are the:

1. relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. organisational human resource policies and procedures
3. quality assurance concepts
4. counselling/discipline procedures
5. the principles and techniques associated with:
6. accountability to head of team/supervisor
7. forms of bias/discrimination and how to deal with them

How to:

1. access and use workplace information
2. relate to people from a range of social, cultural ethnic backgrounds and physical and mental abilities
3. facilitate the participation of team members to ensure input from relevant groups and individuals for the specification of human resource services
4. ensure that human resource services meets client expectations/specifications (evaluation skills)

EVIDENCE GUIDE

Competency is to be demonstrated by displaying human relations skills in at least three of the criteria listed within the range statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- a. Compliance with occupational health and safety regulations applicable to workplace and human relations skills techniques.
- b. Indicate compliance with organizational policies and procedures.
- c. Demonstration of follow-through in relation to performance management issues to bring about a satisfactory conclusion.
- d. Follow a clear direction stipulated under the provision of human resource services with a structured quality assurance system.
- e. Interactively communicate with others to ensure safe and effective work procedures.
- f. Apply organizational quality procedures and processes within the context of displaying human relations skills.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including: direct observation; oral/written questioning and practical demonstrations and third party report. The candidate must have access to appropriate documentation and resources normally used in the workplace.

(3) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

GLOSSARY OF TERMS

Occupational Standards

Occupational Standards of competence are industry-determined specifications of performance, which describe the knowledge, skills and attitudes required by a worker in the performance of a particular role in the workplace. They specify what a person should know and do in order to carry out the functions of a particular job in the work environment. They are the building blocks for all activities in a competency-based training and certification system. An Occupational Standard is made up of a qualification plan, a unit title, elements, performance criteria, range statements, underpinning knowledge and skills and evidence guide.

Qualification Plan – The Qualification Plan identifies the Mandatory units which are those units that are necessary to deem a candidate competent in the occupational area and provide flexibility in different work environments. It also contains the Title and Level of the qualification to be awarded.

Unit Title - The unit title is a succinct statement of the outcome of the unit of competency. It reflects the major activities or functions of an individual's work as well as the discrete units of work.

Unit Descriptor - The unit descriptor communicates the content of the unit of competency and the skill area it addresses.

Elements - These are the basic building blocks of the unit of competency. They describe the tasks in which competence should be demonstrated in order to carry out the specific function.

Performance Criteria - These are the descriptions of the outcomes of performance required for successful achievement of an element. They specify the required performance in relevant tasks, roles, skills and applied knowledge that enables competent performance.

Range Statement - This describes the essential operating conditions that should be present in training and assessment, depending on the work situation, needs of the candidate, accessibility of the item and local industry contexts. It lists the parameters in which candidates must demonstrate their competence.

Underpinning Knowledge and Skills – The knowledge identifies what a person needs to know to perform the work in an informed and effective manner. The skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Evidence Guide - The Evidence Guide is critical in assessment as it provides information to Training Providers and Assessors about how the described competency should be demonstrated. It provides a range of evidence for the Assessor to make a determination of competence and defines the assessment context. The Evidence Guide describes:

- Conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- Suitable methodologies for conducting assessment including the potential for workplace simulation
- Resource implications, for example access to particular equipment, infrastructure or situations
- How consistency in performance must be assessed over time, various contexts and with a range of evidence

Level 1 – Directly supervised worker

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Supervised skilled worker

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Independent/autonomous skilled worker

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Supervisory specialist worker

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Managerial professional worker

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

