



Provide housekeeping services to guests

D1.HHK.CL3.01

Assessor Manual



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Assessor Manual



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for foods, tourism
& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“*These oral questions are part of the formal assessment for the unit of competency titled X.*

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- I will give you feedback at the end of the assessment
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering ‘Remarks’ as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of ‘Written Questions’ for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a ‘X’ is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: PROVIDE HOUSEKEEPING SERVICES TO GUESTS		NOMINAL HOURS: 15 hours
UNIT NUMBER: D1.HHK.CL3.01		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to provide a range of general housekeeping services to guests that could arise during their stay at an accommodation establishment.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Receive housekeeping requests</p> <p>1.1 Accept <i>housekeeping requests from guests</i></p> <p>1.2 Accept <i>housekeeping requests from staff</i></p> <p>1.3 Record <i>housekeeping requests</i> according to enterprise requirements</p> <p>1.4 Advise on time for provision/delivery of identified <i>service or items</i> to guest room</p> <p>Element 2: Service housekeeping requests</p> <p>2.1 Liaise with other staff to obtain and/or deliver identified service or items</p> <p>2.2 Locate and deliver required items to guest room</p> <p>2.3 Set up <i>equipment</i> in guest rooms</p>	<p>Unit Variables</p> <p>The Unit Variables provide 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.</p> <p>This unit applies to all industry sectors that provide housekeeping services to guests within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Housekeeping</p> <p><i>Housekeeping requests from guests</i> may include:</p> <ul style="list-style-type: none"> • Instances where there has been a breakdown in normal room servicing and remedial service is required, such as rectification cleaning • Removing unwanted or defective items from rooms • Cleaning up spills • Extra equipment to cater for additional guests • Replacement items to replace defective items • Requests for information regarding in-house services and products 	

<p>2.4 <i>Remove items</i> from guest rooms as required</p> <p>Element 3: Provide advice to guests</p> <p>3.1 <i>Advise guests on services and items available</i> through the housekeeping department</p> <p>3.2 <i>Advise guests on the use of items delivered to guest room</i>, if required</p> <p>3.3 <i>Demonstrate the use of items delivered to guest room</i>, if required</p> <p>3.4 Liaise with other staff and departments to provide supplementary advice where appropriate</p> <p>Element 4: Liaise with other departments</p> <p>4.1 <i>Report malfunctions</i> as required</p> <p>4.2 Advise management of <i>dangerous or suspicious circumstances</i></p> <p>4.3 <i>Participate in planning</i> to enhance service delivery standards and equipment purchase</p>	<ul style="list-style-type: none"> • Requests for information regarding local services, attractions, transport, shops, entertainment. <p><i>Housekeeping requests from staff</i> may be related to:</p> <ul style="list-style-type: none"> • Room service • Valet • Concierge • Maintenance. <p><i>Record housekeeping requests</i> may include:</p> <ul style="list-style-type: none"> • Use of appropriate guest contact skills • Recording and confirming name and room number • Use of appropriate internal form • Apologizing, where appropriate • Confirming detail of required service and/or items. <p><i>Service or items</i> could relate to:</p> <ul style="list-style-type: none"> • Roll away beds • Additional pillows, blankets and bed linen • Additional towels, bath mats and face washers • Ironing boards • Supplementary 'give-aways' and room supplies • Facilitation of repairs and maintenance • Replacement batteries for remote control units • Response to lost and found situations
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- Small electrical appliances, including kettles and jugs, TV, video, hair dryers, irons, radios and alarm clocks
 - Telephones Compendiums
 - In-room promotional materials.
- Set up equipment* may include:
- Delivery of the item to the guest room
 - Entry to guest room in accordance with enterprise protocols
 - Removal of defective products/items
 - Placement/replacement of item
 - Testing of item to confirm correct operation.
- Remove items* may relate to:
- Disconnection of defective/unwanted item
 - Physical removal from the guest room
 - Liaison with other department to facilitate removal of items, where necessary
 - Tagging and logging of defective items in accordance with internal and safety requirements.
- Advise guests on services and items available* may relate to:
- Informing guests of alternatives available from housekeeping
 - Informing guests of items and services available through other departments.
- Advise guests on the use of items delivered to guest room* may relate to:
- Consideration of operational and safety issues
 - Confirming guest's understanding
 - Checking on additional guest needs.

	<p><i>Demonstrate the use of items delivered to guest room</i> may relate to:</p> <ul style="list-style-type: none">• Confirming full operational effectiveness of items• Encouraging guest to confirm understanding by demonstrating their operational competency. <p><i>Report malfunctions</i> may relate to:</p> <ul style="list-style-type: none">• Verbal notification to relevant personnel• Completion of required internal documentation, such as maintenance requests, out of order forms• Contacting external suppliers, repairers or contracted agencies. <p><i>Dangerous or suspicious circumstances</i> may relate to:</p> <ul style="list-style-type: none">• Unacceptable guest behaviour, such as intimidating, illegal, anti-social, violent, harassing behaviours• Unacceptable noise or dress• Guest numbers, such as too many guests in a room• Presence of drugs or weapons• Presence of black-listed persons• Discovery of members of the public in prohibited or restricted areas. <p><i>Participate in planning</i> may relate to:</p> <ul style="list-style-type: none">• Identifying staff whose work is regularly the source of rectification cleaning• Identifying items and equipment that are subject to regular complaint or breakdown• Identifying items that are regularly requested.
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Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the enterprise's policies and procedures in regard to the delivery of guest services
- Knowledge of standard housekeeping services and procedures
- Knowledge of safety and security procedures relating to guests, and to staff working in guest rooms
- Knowledge of appropriate written, verbal and non-verbal communication, interpersonal, guest service and rapport building skills
- Ability to negotiate and use problem solving skills
- Knowledge of liaison skills with internal and external providers
- Knowledge of research and acquisition skills to source items requested by guests
- Ability to apply problem solving abilities to resolve guest issues
- Knowledge of all items and services provided by the enterprise.

Linkages To Other Units

- Provide valet services to guests
- Develop and update local knowledge
- Maintain hospitality industry knowledge
- Manage and resolve conflict situations
- Promote hospitality products and services
- Promote products and services to customers
- Receive and resolve customer complaints
- Provide advice to patrons on food and beverage services

- Provide room service
- Provide silver service
- Provide accommodation services
- Provide information about in-house services
- Provide housekeeping services to guests
- Clean and prepare rooms for in-coming guests
- Launder linen and guests' clothes
- Provide for the safety of VIPs.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply tact, discretion, diplomacy and etiquette
- Demonstrated ability to take and record individual guest requests for special housekeeping services and items
- Demonstrated ability to arrange a range of internal guest services and items
- Preparedness to adapt standard service delivery to suit guest preferences and needs.

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 activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Record guest service requirements
Communicating ideas and information	1	Communicate with guests and other personnel within the establishment
Planning and organising activities	1	Liaise with other staff to deliver requested guest services/items
Working with others and in teams	1	Cooperate with others to facilitate service delivery

	Using mathematical ideas and techniques	1	Determine quantities and calculate delivery times
	Solving problems	1	Analyse problems and suggest solutions
	Using technology	1	Operate in-room items

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide housekeeping services to guests D1.HHK.CL3.01
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Give me three examples of housekeeping requests that may be made by room guests or by other staff on behalf of room guests, to room attendants.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
2. How may a room attendant become aware of specific housekeeping requests for a guest in a specific room?	<input type="checkbox"/>	<input type="checkbox"/>
3. What details of a housekeeping request from a guest should be recorded to ensure their requirements are met?	<input type="checkbox"/>	<input type="checkbox"/>
4. Why is it important to advise a guest who has requested a specific housekeeping service how long it will take for that service to be provided to their room?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
5. Identify two instances where there may be a need for a room attendant to liaise with other staff to obtain/deliver an item or service to a guest room as specially requested by the guest.	<input type="checkbox"/>	<input type="checkbox"/>
6. A guest has asked you to replace a blown light globe in one of their bedside lights: how might you respond positively to this request?	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify an item a guest may ask you to set-up in their room, and describe how to set it up.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
8. A guest has asked you to replace an electric kettle in their room because it is not working: how will you respond to this request?	<input type="checkbox"/>	<input type="checkbox"/>
9. What 'fee-for-service' and free services and items may be available through the housekeeping department for a guest?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it useful to demonstrate how to use an item delivered to a guest's room as opposed to simply delivering it to a room and leaving it there, or just <i>explaining</i> how to use it?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
11. After you have demonstrated to a guest how to use an item in their room/delivered to their room, what should you do to ensure they know how to use it?	<input type="checkbox"/>	<input type="checkbox"/>
12. A guest in a room has asked you the ingredients in a dish they had in their room last night when they ordered a room service meal: who would you contact to find out the information needed to answer their query?	<input type="checkbox"/>	<input type="checkbox"/>
13. The air conditioning in a guest room is not working: how might you report this and who would you report it to?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
14. Give me three examples of dangerous or suspicious circumstances you would report to management when providing housekeeping services to guests.	<input type="checkbox"/>	<input type="checkbox"/>
15. In what ways can a room attendant participate in planning for the housekeeping department and/or the venue to assist in enhancing service delivery standards or purchases?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Provide housekeeping services to guests – D1.HHK.CL3.01

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are four items that are commonly requested by guests?

2. What are two examples other requests made by guests?

3. What are three 'cleaning' requests made by staff to housekeeping?

4. What are two 'security' requests made by staff to housekeeping?

5. When a guest makes a request, what information should you record?

6. Answer 'True' or 'False' to the following statement: You don't need to write down details of a request if you are going to handle the request yourself.

True False

7. Answer 'True' or 'False' to the following statement: You don't always need to agree on a delivery time with a guest.

True False

8. Answer 'True' or 'False' to the following statement: If there is a delay and the guest is angry, the best thing to do is identify who is to blame.

True False

9. What other departments can you liaise with to deliver services or items? Identify a department and provide two examples of services or items they would help deliver.

10. Answer 'True' or 'False' to the following statement: Even if another department is delivering an item that a guest requested with you, it is good to follow up with guest to ensure they received it.

True False

11. What are three pieces of information a guest may request from you?

12. If a guest wanted information regarding restaurants in the hotel, what can you give the guest?

13. What are three pieces of information a guest may request from you?

14. What assistance can you provide to elderly people in the room?

15. What are three types of items that are collected from rooms at the request of guests?

16. Explain the procedure used when collecting an item from a room.

17. What are six housekeeping items available to guests?

18. Guests will often call housekeeping for instructions on how to operate items in the room. What are two items guests may require instructions for?

19. What are some tips for providing advice to guests about an item?

20. Answer 'True' or 'False' to the following statement: Using instructional sheets in different languages and photos is helpful for guests who do not understand your language.

True False

21. What are some tips when providing a demonstration on how to use an item to a guest?

22. Answer 'True' or 'False' to the following statement: When demonstrating how to use an item to guests, it is important that they try to do it whilst you are in the room.

True False

23. Staff don't have all the answers to all request and need the help of experts. Provide examples of an expert you can call. What information can they give to guests?

24. How can they give information to guests?

25. How can you report malfunctions?

26. Answer 'True' or 'False' to the following statement: When an item has malfunctioned it must be replaced immediately.

True False

27. If you see something suspicious, who should you contact?

28. Answer 'True' or 'False' to the following statement: If a guest is doing something that is legal however immoral you should act immediately.

True False

29. What are two training methods staff can undertake to improve their knowledge, skills and attitude?

30. When planning to purchase equipment for a room, there are many items that can be purchased. Identify four items and where you could get this item from?

Answers to Written Questions

Provide housekeeping services to guests – D1.HHK.CL3.01

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What are four items that are commonly requested by guests?

- Additional equipment in their room
- Valet or laundry service
- Additional bedding
- Extra tea, coffee, sugar and milk sachets
- Extra crockery or cutlery
- Vases
- Replacement items such as hair dryers, toasters, irons and electric jugs to replace items that are not working
- Extra bathroom guest supplies
- Additional items in compendium
- Additional towels
- Extra hangers for clothes, extra pillows, extra blankets
- A power conversion board
- Ice and ice buckets.

2. What are two examples other requests made by guests?

- Servicing of room
- Repairs
- Lost and found
- Handling complaints.

3. What are three 'cleaning' requests made by staff to housekeeping?

- Cleaning duties - of items such as furniture, carpets, equipment, windows, floors and bench surfaces
- Cleaning of in-house facilities – including public areas, change rooms and offices
- Emergency cleaning – unexpected cleaning requests
- Cleaning and servicing of staff changing rooms.

4. What are two 'security' requests made by staff to housekeeping?

- Check rooms and floors for safety concerns
- Ensure guest room and emergency doors are shut
- Close storerooms
- Participate in emergency and evacuation procedures.

5. When a guest makes a request, what information should you record?

- Guest name
- Room number
- Specifics of the request
- Time for delivery to the room that was agreed to.

6. Answer 'True' or 'False' to the following statement: You don't need to write down details of a request if you are going to handle the request yourself.

The answer is false. You should always note information to ensure it is correct and nothing is forgotten.

7. Answer 'True' or 'False' to the following statement: You don't always need to agree on a delivery time with a guest.

The answer is true.

8. Answer 'True' or 'False' to the following statement: If there is a delay and the guest is angry, the best thing to do is identify who is to blame.

The answer is false.

9. What other departments can you liaise with to deliver services or items? Identify a department and provide two examples of services or items they would help deliver.

It can be any department in a hotel for a whole range of issues. Answers will vary.

10. Answer 'True' or 'False' to the following statement: Even if another department is delivering an item that a guest requested with you, it is good to follow up with guest to ensure they received it.

The answer is true.

11. What are three pieces of information a guest may request from you?

Requests for information can cover:

- Information on the products and services offered by the establishment
- Availability of services, hours, location of meals, services and equipment
- How various types of equipment works
- Requests for information about local services, attractions, transport, shopping, entertainment, bars, places to eat.

12. If a guest wanted information regarding restaurants in the hotel, what can you give the guest?

Copies of menus, opening hours, phone number for restaurants.

13. What are three pieces of equipment that can be set up in the room?

- Table and chairs
- Internet connection
- Television
- DVD player
- Data projector
- Portable bed
- Portable cot.

14. What assistance can you provide to elderly people in the room?

Elderly people may also seek your regular assistance in:

- Operating technologically-based items
- Moving heavy items – which can include their personal luggage
- Getting items down from high places
- Obtaining things from low places
- Obtaining a wheelchair to access other facilities in the venue.

15. What are three types of items that are collected from rooms at the request of guests?

- Room features including furniture, appliances or amenities not being used
- Housekeeping items and equipment that have been left behind
- Towels, face washers and bath mats that are now dirty and need replacing
- Toilet paper, tissues and other bathroom and guest supplies that have run out
- A replacement item – to take the place of something that isn't working
- Items that are no longer needed but which have been specially requested previously
- Guest items requiring further action such as dry cleaning, storage or repair.

16. Explain the procedure used when collecting an item from a room.

- Knock on the door and announce “Housekeeping”
- Greet the guest by name
- Apologise, if applicable
- Tell them why you are there – “I’ve come to pick up the
- Ask for permission to enter the room
- Thank the guest for their permission to do so
- Keep your eyes and ears to yourself
- Pick up the item and walk to the door
- Apologise again, if appropriate
- Make arrangements for a replacement item, where appropriate and a time for its delivery
- Thank the guest again
- Depart the room.

17. What are six housekeeping items available to guests?

- Additional equipment in their room
- Fold-away bed
- Additional bedding
- Extra blankets
- Extra pillows
- Extra towels
- Hand towels
- Face washers
- Bath towels
- Floor mats

- Improvement in the servicing of room
- Room to be re-vacuumed
- Area to be re-cleaned
- Bed to be remade
- Items in compendium
- Extra stationery
- Bathroom supplies
- Extra shampoo
- Extra soap
- Extra shower caps
- Items for beverage making
- Extra tea, coffee, sugar and milk sachets
- Extra crockery or cutlery
- Repair or removal of broken equipment
- Electrical water jug / kettle
- Hair dryer
- Toaster
- Iron and ironing board
- Light bulb changed
- Air conditioning/heating system fixed.

18. Guests will often call housekeeping for instructions on how to operate items in the room. What are two items guests may require instructions for?

- Instructions on how to work equipment
- Instructions on how to work entertainment equipment
- Instructions on how to work heating system
- Instructions on operating the in-room safe.

19. What are some tips for providing advice to guests about an item?

- Explain the functions and operations of all aspects of the item that the guest wants to know about
- Make sure all health and safety requirements are covered
- Use clear terminology, simple words
- Use some simple questions to test their understanding of what you have explained to them.

20. Answer 'True' or 'False' to the following statement: Using instructional sheets in different languages and photos is helpful for guests who do not understand your language.

The answer is true.

21. What are some tips when providing a demonstration on how to use an item to a guest?

- Demonstrate the operations and functions
- Show the guests where the in-room instructions are
- Take your time
- Give them an opportunity to try things out while you are there
- Encourage them to contact you again if they have further problems.

22. Answer 'True' or 'False' to the following statement: When demonstrating how to use an item to guests, it is important that they try to do it whilst you are in the room.

The answer is true.

23. Staff don't have the answers to all request and need the help of experts. Provide examples of an expert you can call. What information can they give to guests?

The answers will be varied.

24. How can they give information to guests?

- Come and explain or demonstrate to the guest personally or over the phone
- Providing explanation to the housekeeping staff member, who will relay the information to the guest
- Providing information in a written format including brochures, maps, user manuals or guides.

25. How can you report malfunctions?

- Verbally – face-to-face or over the phone with the Floor Housekeeper, Maintenance Department or the Executive Housekeeper
- Completing a relevant in-house report form
- Getting into contact with the Maintenance department.

26. Answer 'True' or 'False' to the following statement: When an item has malfunctioned it must be replaced immediately.

The answer is false. Some items need to be repaired, not replaced.

27. If you see something suspicious, who should you contact?

Advise the floor supervisor, the Floor Housekeeper, the Executive Housekeeper or venue security.

28. Answer 'True' or 'False' to the following statement: If a guest is doing something that is legal however immoral you should act immediately.

The answer is false.

29. What are two training methods staff can undertake to improve their knowledge, skills and attitude?

- Workshops
- Training sessions
- Qualifications and courses
- Buddy system
- Mentoring programs.

30. When planning to purchase equipment for a room, there are many items that can be purchased. Identify four items and where you could get this item from?

Answers will be varied.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide housekeeping services to guests D1.HHK.CL3.01
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a. Receive housekeeping requests b. Service housekeeping requests c. Provide advice to guests d. Liaise with other departments 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Receive housekeeping requests		
Accept housekeeping requests from guests	<input type="checkbox"/>	<input type="checkbox"/>
Accept housekeeping requests from staff	<input type="checkbox"/>	<input type="checkbox"/>
Record housekeeping requests according to enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>
Advise on time for provision/delivery of identified service or items to guest room	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Service housekeeping requests		
Liaise with other staff to obtain and/or deliver identified service or items	<input type="checkbox"/>	<input type="checkbox"/>
Locate and deliver required items to guest room	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Set up equipment in guest rooms	<input type="checkbox"/>	<input type="checkbox"/>
Remove items from guest rooms as required	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Provide advice to guests		
Advise guests on services and items available through the housekeeping department	<input type="checkbox"/>	<input type="checkbox"/>
Advise guests on the use of items delivered to guest room, if required	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the use of items delivered to guest room, if required	<input type="checkbox"/>	<input type="checkbox"/>
Liaise with other staff and departments to provide supplementary advice where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Liaise with other departments		
Report malfunctions as required	<input type="checkbox"/>	<input type="checkbox"/>
Advise management of dangerous or suspicious circumstances	<input type="checkbox"/>	<input type="checkbox"/>
Participate in planning to enhance service delivery standards and equipment purchase	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Provide housekeeping services to guests D1.HHK.CL3.01		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Accepts and records housekeeping requests from guests and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advises on time for provision/delivery of identified service or items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liases with other staff to obtain and/or deliver identified service or items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets up items in guest rooms as required, and removes same when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advises guests on services and items available through the housekeeping department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advises guests on the use of items delivered to guest room and demonstrates items where required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports malfunctions of room items as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advises management of dangerous or suspicious circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in planning to enhance service delivery standards and equipment purchase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--	--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Provide housekeeping services to guests	D1.HHK.CL3.01
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Receive housekeeping requests						
Accept housekeeping requests from guests						
Accept housekeeping requests from staff						
Record housekeeping requests according to enterprise requirements						
Advise on time for provision/delivery of identified service or items to guest room						
Element 2: Service housekeeping requests						
Liaise with other staff to obtain and/or deliver identified service or items						
Locate and deliver required items to guest room						
Set up equipment in guest rooms						
Remove items from guest rooms as required						
Element 3: Provide advice to guests						
Advise guests on services and items available through the housekeeping department						
Advise guests on the use of items delivered to guest room, if required						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Demonstrate the use of items delivered to guest room if required						
Liaise with other staff and departments to provide supplementary advice where appropriate						
Element 4: Liaise with other departments						
Report malfunctions as required						
Advise management of dangerous or suspicious circumstances						
Participate in planning to enhance service delivery standards and equipment purchase						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
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Specialist centre
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