



Federal Ministry of Education



Regulatory Body



Sector Skills Council

NIGERIA SKILLS QUALIFICATION FRAMEWORK

NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

ACCOMMODATION OPERATION TRADE

CRAFTSMAN CADRE

ASSISTANT ROOM ATTENDANT

LEVEL 1

REVIEWED BY

HOSPITALITY & TOURISM SECTOR SKILLS COUNCIL OF NIGERIA
(HTSSCN)
NIGERIA

Federal Republic of Nigeria

27-28 AUGUST 2024

MEMBERS IN ATTENDANCE

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19.	Muhammad Bilyaminu Musa	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
20.	Maryam Yusha'u Abubakar	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
21.	Elijah Dabak Sheleph	Trainer	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
22.	Philip Egga Maga	Council Under- Secretary	NIHOTOUR/ HT Sector Skills Council Secretariat	Member/Secretary

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Unit 11	Assist Clean and service a range of areas
Unit 12	Use different soft chemicals and basic equipment in housekeeping

GENERAL INFORMATION

1.0 GENERAL INFORMATION

1.1 The NSQ Framework

The Nigeria Skills Qualifications Framework (NSQF) was approved by the Federal Executive Council in April 2013. The framework is a learning outcome-based qualifications encompassing all education and training sectors and all forms of learning. It comprises about nine (9) levels, each being identified by a unique set of Level Descriptors. Each qualification has defined learning outcomes (LO), with each unit comprising the qualification mapped against the Level Descriptors. The Level Descriptors are in turn, classified into three separate strands (categories) covering Knowledge, Skills and Competence.

1.2 Context and Goals

The decision of the Hospitality and Tourism Sector Skills Council of Nigeria (HTSSCN) to review and develop new occupational trade standards based on the Nigeria Skills Qualifications Framework (NSQF) in Nigeria was driven by a number of challenges including:

- links and gaps between qualifications and the labour market is not strong
- lack of consistency in qualifications
- absence of a system for comparing qualifications to each other
- pathways of progression between qualifications is unclear
- value of qualifications to employers and learners is unclear
- update the original standards with new innovations in the occupational trade standards

1.3 Vision of the Occupational Trade Standards

The vision is for these challenges to be addressed through the development of a comprehensive NSQF that will cut across all sectors of education and training, irrespective of the nature or form of learning. The NSQF is envisaged to:

- provide a stronger basis for the understanding, comparison and recognition of national and foreign qualifications, thereby improving the understanding of employers, parents and learners of the value of qualifications
- provide fit-for-purpose qualifications that have stronger linkages with labour market and learner needs
- increase the accountability of education and training institutions towards maintaining high quality standards in their provisions
- improve the opportunities for mobility and progression of learners within and across higher education, vocational and general education sectors
- promote the concept of lifelong learning through the recognition of all types of learning: formal, non-formal and informal.

1.4 Aim of the Occupational Trade Standards

The standards are to produce learners with acquired skills and competence capable of carrying out hospitality, travel and tourism and trade operational tasks with stand

alone occupational trade career path skills for both training standards and frameworks at levels accordingly.

1.5 Design, Level and Credit of the Occupational Trade Standard

The design and development of occupational trade standards are generally undertaken by the Hospitality and Tourism Sector Skills Council of Nigeria. The Council also has the responsibility for developing, maintaining and updating the standards. The awarding body classifies the qualifications, approves and monitors deliveries at centres and issues qualifications to competent learners.

1.6 Validation of Occupational Standards

All occupational standards placed on the NSQ are to be validated the Council stakeholders to ensure that they are fit-for-purpose and meet validation standards and the needs of learners or the labour market. It also ensures that the validation standards, process and roles of validators are defined and transparent.

As a matter of policy, a Validation Panel of practising employers, professional experts and educators/trainers ensure that each occupational standards meet the Validation Standards which the regulatory body oversees. Panel members were selected in a transparent and objective manner and the Validation Panel only judge the validity of occupational standards using the Validation Standards published as provided in the NSQ Handbook. The Panel assigned a Validity Period of three (3) years for every valid standard.

1.7 Enabling Learners with Special Needs

As a matter of policy, the developed standards creates the environment that enables learners with special needs to be integrated into the education and training systems and recognizing their achievements on the NSQ. By these, the workplaces and centres to handle training must provide equal and suitable opportunities for the integration and access of learners with special needs and recognition of their achievements. Learners with special needs are to be provided with suitable support and resources, and ensure their integration and recognition of achievements.

1.8 Promoting Lifelong Learning

The Council pursuant to the NSQF guideline develop the occupational standards to promote Lifelong Learning which aims to recognize prior learning, and to further enhance progression pathways between education and training sectors. This is by developing a common understanding of Recognition of Prior Learning (RPL) in the context of the NSQ to be on equal terms with formal learning. With guidance, the training centre are to provide mechanisms for RPL in accordance with the NSQ education and training regulations.

1.9 Placement of Occupational trade standard on the NSQ

The occupational trade standards are developed in accordance with the NSQ process for 'Qualification Placement'. These are with the aim of ensuring that Training Provider/ roles and responsibilities in the 'Qualification Placement' process are clear, transparent and the arrangements for placing occupational trade standard on the NSQ.

1.10 Method of Assessment

As validated by the Council, the assessment tasks and activities are designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning outcomes. One way of ensuring this is directly linking the assessment to the learning outcomes, making the purpose of assessment clear and transparent, including to individual learners. Assessment involves gathering, evaluating, analysing and judging evidence in order to decide whether a learner has achieved the predefined learning outcomes. It relies on a broad range of formative and summative assessment tools and processes the former providing an insight into learner progress while the latter is rather more formal and provides evidence for future credits and awards upon achieving competences on desired trade standards.

In the course of training, assessment often relies on the use of a number of tools and instruments. Assessment tools and instruments can include, but are not limited to:

- Case Studies
- Observed Practical Exercises
- Observed Performance at Work
- Role-play and/or other targeted Group Activity
- Oral, Audio and Visual Processes and Presentations
- Long-Answer Questions (reports, proposals for action, specialist articles)
- Short Answer Questions and Structured Questions for oral (Skills based and Written for knowledge-based criteria)
- Selected-Response Items (e.g. multiple-choice).

Assessment processes is both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the qualification or unit. With assessment practices managed and delivered across a broad range of education and training institutions, it is important to ensure that quality assurance mechanisms are in place with a view to ensuring that assessment is efficiently, effectively and consistently delivered, and that internal and external assessment moderation and verification processes exist.

1.12 Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

SECTOR: HOSPITALITY TRAVEL AND TOURISM
OCCUPATIONAL TRADE: ACCOMMODATION
**CAREER PATH: HK ASSISTANT ROOM ATTENDANT/ROOM MAID/
ROOM BOY/BUTLER**
CADRE: CRAFTSMAN
NSQ LEVEL: 1

TABLE OF STANDARDS AND CREDIT LOAD

S/N	UNIT TITLE	UNIT REFERENCE NUMBER	CREDIT VALUE	GUIDED LEARNING HOURS
MANDATORY UNIT				
1.	Safe, hygienic and Secure Environment	HTTGP001L1	3	30
2.	Team Work at Hospitality workplace	HTTGP002L1	3	30
3.	Communicate at Work environment	HTTGP003L1	1	10
4.	Assist Prepare beds and bed covering	HTTGP004L1	3	30
OPTIONAL UNIT				
5	Identify Public areas, cleaning agents and equipment	HTTAA001L1	2	20
6	Assist Clean and maintain public area	HTTAA002L1	3	30
7	Assist Clean toilets and bathrooms	HTTAA003L1	3	30
8	Assist Clean commercial and residential windows from inside	HTTAA004L1	2	20
9	Assist Provide a linen service	HTTAA005L1	2	20
10	Assist Routine and periodic deep cleaning of guest room	HTTAA006L1	3	30
11	Assist Clean and service a range of areas	HTTAA007L1	4	40
12	Use different soft chemicals and basic equipment in housekeeping.	HTTAA008L1	1	10

Abbreviations: **HTT**= Hospitality and Tourism Sector
GP= General Practice
AA= Assistant II Room Attendant/Room Maid/ Room Boy/Butler
001= Unit number
L1= Lev

UNIT 01: MAINTAIN SAFE HYGIENIC AND SECURE ENVIRONMENT

Unit reference number: **HTTGP001L1**
NSQF level: **1**
Credit value: **3**

Guided learning hours: 30

Unit Purpose: This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Work place. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares and cooks food.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 01: Maintain a Safe Hygienic and Secure Environment

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 4	4.3	Describe the types of hazards that can occur in your workplace and how to deal with them								
	4.4	State hazards to deal with personally and hazards that must be reported to someone else								
	4.5	Describe how to warn other people about hazards and why this is important								
	4.6	Explain why accidents and near accidents should be reported and who these should be reported to								
	4.7	Describe the type of emergencies that may happen in the Workplace and how to handle them								
	4.8	Identify first aid equipment and the registered first-aider in the workplace								
	4.9	State ways of lifting and handling items safely								
	4.10	State other ways of working safely that are relevant to your job and why these are important								
	4.11	Describe organizational emergency procedures, in particular fire, and how these should be followed								
	4.12	State the possible causes for fire in the workplace								
	4.13	Describe how to minimize the risk of fire								
	4.14	State where to find fire alarms and how to								

		set them off										
	4.15	State why a fire should never be approached unless it is safe to do so										
	4.16	State the importance of following fire safety laws										
	4.17	Describe organizational security procedures and why these are important										
	4.18	State the correct procedures for dealing with customer property										
	4.19	State the importance of reporting all usual/non-routine incidents to the appropriate person										

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 02: TEAM WORK AT HOSPITALITY WORKPLACE

Unit reference number: HTTGP002L1

NSQF level: 1

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit deals with fulfilling one's own roles when working in a team, that is the learner working with you in your workplace, in such a way that one contributes to the team's effectiveness. 'Team' here includes your line manager or immediate supervisor as well as other people there working at the same level as the learner. The unit focuses on carrying out instructions accurately, working at a good pace so as not to slow down the work of others, communicating with the people you work with and receiving constructive feedback to improvement. This unit is appropriate for a person at a basic level of engagement in the Hospitality Industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 02: Work effectively as part of a hospitality team

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Identify own work	1.1	Ensure that one understands what is required for own work								
	1.2	Adhere to instructions accurately								
	1.3	Plan and organize place one's tasks in order of importance								
	1.4	Place everything needed for work within reach								
	1.5	Keep work areas clean and tidy								
	1.6	Keep waste to a minimum								
	1.7	Seek assistance if in need and from the relevant person								
	1.8	Provide work output in due time as agreed								
LO2 Perform own work effectively with member of own team										
	2.1	Assist team members when they ask								
	2.2	Ensure that any assistance given is within limits of own responsibilities								
	2.3	Manage time well in spite of assisting others								
	2.4	Ensure information transmitted to others in the team is timely								
	2.5	Maintain cordial working relations with team mates								
	2.6	Report any misunderstandings or incidences in relating with team mates to the relevant person								

	2.7	Communicate clearly and effectively with team members										
LO3 Identify own skill												
	3.1	Seek feedback on your work and be able to use the feedback constructively										
	3.2	Identify with appropriate persons what aspects of your work that are up to standard and what areas to improve										
	3.3	Agree on what you have to do to improve your work										
	3.4	Agree on a learning Plan with the appropriate person										
	3.5	Seek opportunities to review and develop your learning plan										

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 4 Demonstrate knowledge of Work Management	4.1	State why it is important to understand what is required of you at work								
	4.2	Explain how you can organize your work to avoid distractions and use time effectively								
	4.3	State the benefits of being organized and having work tools close at work before starting jobs								
	4.4	Explain why it is important to clean up your work area while working								
	4.5	Explain why it is important to minimize waste								
	4.6	Explain in which cases you need to ask for help and who is the appropriate person(s) to ask								
LO 5 Know the importance of Benefits of teamwork										
	5.1	State the importance of working effectively with others in a team								
	5.2	List the persons who are part of your team and their roles								
	5.3	State what is required of your team in the whole Organization and why								
	5.4	Explain how you can work cordially and avoid conflicts with another								
	5.5	Explain why work conflicts with another person should be reported to an authority								
	5.6	Explain in what cases you can assist others and when you cannot so as to complete own work in time								
	5.7	Explain why important information should be communicated to others in your team								

		in good time											
	5.8	Explain how to communicate effectively and why											
LO 6 Recognise own skills development	6.1	Explain why it is important to develop your own skills											
	6.2	Explain ways of getting feedback from own teammates and how to use it positively											
	6.3	Explain the importance of a learning plan in your own work and development											
	6.4	Explain why your learning plan should be improved frequently											

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 03: COMMUNICATE AT WORK ENVIRONMENT

Unit reference number: HTTGP003L1

NSQF level: 1

Credit value: 1

Guided learning hours: 10

Unit Purpose: This unit deals with basic communication that is effective and timely in such a way that one contributes to the team's effectiveness. It focuses on using words, body language and symbols to communicate with the people in own's work place, identifying sources of information needed for an efficient work flow and passing on information clearly and effectively. This unit is appropriate for a learner at a basic level of engagement in the Hospitality Industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 03:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Use a Non-complex Communication System in a Work Environment	1.1	Use simple verbal means to pass on necessary information								
	1.2	Use non-verbal means to pass on necessary information								
	1.3	Interpret symbols and signs appropriately								
LO2 Identify the source of information in a Work Environment										
	2.1	Locate the Source of information in an Organization or Work Environment								
	2.2	Relate appropriately with the source of information								
	2.3	Use the various information flow systems in a work environment								
	2.4	Use information to avoid challenges in a Work situation								
	2.5	Report findings in accordance to procedure in a Work environment								
LO3 Demonstrate the various use of means of communication in a work environment										
	3.1	Locate the various communication equipment in the Work environment								
	3.2	Use effectively the various communication equipment in a work environment								
	3.3	Pass information effectively to the right personnel								
	3.4	Pass information effectively using symbols, signs and codes								
	3.5	Follow instructions in line with ethics of the work environment								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 04: ASSIST PREPARE BEDS AND BED COVERINGS

Unit reference number: HTTGP004L1

NSQF level: 1

Credit value: 3

Guided learning hours: 30hours

Unit Purpose: This Standard comprises of the Cover Sheet and the Nigerian unit of competency. People credited with this standard are able to prepare beds and bed coverings. This unit provides the learner with the knowledge and practical procedure of collecting the right linen for bed making, preparing the bed and making the bed according to organization's standards. It emphasizes the need to use personal protective equipment and transport soiled linen appropriately. This unit is appropriate for learners who are aspiring to work as room attendants and ward attendants (hospitals) in the hospitality industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

UNIT 04: PREPARE BEDS AND BED COVERINGS

LO (Learning outcome) Criteria:-			Evidence Type				Evidence Ref Page number			
LO 1 Collect and transport Linen and bed coverings	1.1	Choose linen and bed coverings based on their functions								
	1.2	Collect the right linen and bed coverings from the Linen and uniform room								
	1.3	Check that the clean linen and bed coverings meet organization's standards								
	1.4	Transport clean linen and bed coverings to the right room and secure it from an unauthorized person.								
	1.5	Collect and transport dirty linen to the linen room according to organization's standards								
LO2 Understand how to collect linen and transport linen										
	2.1	Explain the importance of identifying and collecting the right linen and bed coverings from the linen room								
	2.2	Explain the importance of transporting the clean linen to the right room and securing it from an unauthorized person.								
	2.3	Explain why linen should be up to organization's standards.								
	2.4	Explain the importance of transporting clean linen and bed coverings to the right room and secure it from an unauthorized person.								

	5.5	Place bed cover or decorative linen and leave the bed neat and smooth									
	5.6	Remove dangerous objects and forgotten items observing safe and hygienic practices									
	5.7	Turn mattresses periodically and observe the right postures when lifting and making beds									

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 05: ASSIST IDENTIFY BASIC PUBLIC AREAS, CLEANING AGENTS AND EQUIPMENT

Unit reference number: HTTAA001L1

NSQF level: 1

Credit value: 2

Guided learning hours: 20hours

Unit Purpose: This unit provides the learner with a broad understanding of the various public areas, floors, floor coverings, walls, wall coverings, as well as the agents and equipment used in cleaning public areas. It also includes the basic procedure of preparing the work area for cleaning. This unit is appropriate for learners who are aspiring to work as public area attendants in the hospitality industry and in other sectors.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

UNIT 05: IDENTIFY PUBLIC AREAS, CLEANING AGENTS AND EQUIPMENT.

LO (Learning outcomes)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1 Identify public areas, cleaning agents and equipment.	1.1	Identify cleaning agents and cleaning equipment.												
	1.2	Identify the different public areas												
	1.3	Identify surfaces, furnishing, fixtures and fittings												
	1.4	Identify the different floors and floor coverings.												
	1.5	Identify a particular cleaning agent for cleaning a particular surface eg soapy detergent for tiles.												
	1.6	Identify the various personal protective equipment (PPE)												
	1.7	Identify walls, wall coverings and ceilings												
LO2 Explain public areas cleaning agents and equipment														
	2.1	Describe and explain the different public areas.												
	2.2	List and explain the uses of cleaning equipment, agents and materials.												
	2.3	List and explain the different types of floors and floor coverings, walls, wall coverings and ceiling												
	2.4	Explain and describe the appropriate cleaning equipment and agents for particular surfaces.												
	2.5	Explain and describe the various cleaning methods.												
	2.6	Describe and explain the various PPE												
	2.7	Explain the various cleaning												

Unit Purpose: This unit provides the learner with the knowledge and practical procedure of sweeping, dusting and mopping public areas. It emphasizes the need to identify and report damages as well as the ability to operate suction machines. The Learner needs to use the appropriate cleaning agents and equipment, colour codes and the proper waste disposal method, maintaining the cleanliness of the public area at all times. This unit is appropriate for learners who are aspiring to work as public area attendants in the hospitality industry and in other sectors.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

UINT 06: ASSIST CLEAN AND MAINTAIN PUBLIC AREAS

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Remove dust, dirt and debris from surfaces using different cleaning methods	1.1	Sweep, dust and mop different surfaces.								
	1.2	Operate mechanical equipment such as suction machines following manufacturer's instructions.								
	1.3	Move furniture to clean underneath and observe the right posture when cleaning								
	1.4	Identify different colour code and use them appropriately								
	1.5	Dispose waste according to organization's standards								
	1.6	Empty and clean ash trays								
	1.7	Ensure that surfaces are dry and without marks								
	1.8	Clean and return equipment								
LO2 Understand the importance of removing dust, dirt and debris from surfaces using different cleaning methods										
	2.1	Explain the importance of using cleaning equipment and agents appropriately.								
	2.2	Explain when and why to move the appropriate furniture to clean underneath								
	2.3	Explain the importance of colour coding and observing the right posture when cleaning.								
	2.4	Describe why and how waste should be disposed according to organization's standards								
	2.5	Explain the need to empty and clean ash trays								

Guided learning hours: 30 hours

Unit Purpose: This unit provides the learner with the knowledge and practical procedure of restocking guest amenities and accessories in toilets and bathrooms, cleaning toilets, bathrooms and wash hand basins. It emphasizes the need to observe the use of colour codes, appropriate cleaning agents and equipment as well as sanitizing the sanitary-bins, cleaning the windows and removing cobwebs when necessary. This unit is appropriate for learners who are aspiring to work as housekeepers in the hospitality industry and in other sectors.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

UNIT 07: SERVICE TOILETS AND BATHROOMS

LO (Learning outcome) Criteria:-			Evidence Type				Evidence Ref Page number			
LO1 Operate clean toilet and wash hand basin	1.1	Prepare the work area for cleaning and put on Personal protective Equipment/Clothing (PPE) especially gloves.								
	1.2	Wash, Rinse and dry drains and taps so that they are free of dirt and removable marks								
	1.3	Flush and apply toilet cleaner. Wash, Rinse and Dry the toilet in and out.								
	1.4	Check and replace sanitizers and deodorizers according to organization's standards								
	1.5	Clean surrounding floors, walls and mirrors								
	1.6	Remove cobweb, clean windows and sanitize bins when necessary								
	1.7	Clean and return equipment and agents								
	1.8	Observe the use of color coding and the right posture								
	1.9	Check and report non-free flowing drains and other faults to the relevant personnel								
LO 2 Describe how clean toilet and wash hand basins										
	2.1	Explain how to prepare toilets and wash hand basins for cleaning								
	2.2	Explain why PPE should be worn when cleaning and the right posture, observed.								
	2.3	Explain why Toilets and wash hand basin equipment should not be used in other								

Guided learning hours: 20hours

Unit Purpose: This unit provides the learner with a broad knowledge and ability to clean commercial and residential windows from inside using the right agents and equipment without causing damages. This unit is appropriate for learners who are aspiring to work as housekeepers in the hospitality industry and in other sectors.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 08: CLEAN COMMERCIAL AND RESIDENTIAL WINDOWS FROM INSIDE

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Prepare to clean windows from inside.	1.1	Prepare work area and cleaning equipment.								
	1.2	Inspect the windows and areas to be cleaned								
	1.3	Identify and report any damages to the relevant personnel.								
	1.4	Choose the cleaning materials and methods that are appropriate to work schedule to be cleaned. The type of dirt and surface to be cleaned.								
LO2 Understand the importance of preparing to clean windows from inside										
	2.1	State the organizational standards for cleaning windows								
	2.2	State how frequently windows should be cleaned								
	2.3	State why protective clothing should be worn when cleaning								
	2.4	State why cleaning materials should not be mixed.								
	2.5	State why manufacturer's instruction should be followed when using cleaning equipment and materials.								
	2.6	Outline the type of problems that occur and how to deal with them when cleaning windows from inside.								
	2.7	State what to do if window areas are above hand reach height								
LO3 Cleaning from inside										
	3.1	Apply the cleaning agent to the window								

Guided learning hours: 20hours

Unit Purpose: This unit provides the learner with the knowledge and practical procedure of receiving, sorting and sending linen to the laundry, as well as storing and issuing linen using the appropriate linen exchange procedure. This unit is appropriate for learners who are aspiring to work as linen and uniform room attendants in the hospitality industry and jobs related to this field in other sectors.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 09: PROVIDE A LINEN SERVICE

LO (Learning outcome) Criteria:-			Evidence Type				Evidence Ref Page number			
LO1 Identify the various linen used and the linen exchange procedures in the hospitality industry	1.1	Identify the various linen used in the hospitality industry								
	1.2	Identify the linen exchange procedures in the hospitality industry.								
	1.3	Identify the appropriate linen for specific areas								
LO 2 Understand the importance of Identifying the various linen used and the linen exchange procedures in the hospitality industry	2.1	Explain the various linen used in the hospitality industry.								
	2.2	Explain the linen exchange procedure								
	2.3	Explain the appropriate linen for specific area in the hospitality industry.								
LO 3 Receiving and check linen	3.1	Receive, count and sort soiled linen.								
	3.2	Package soiled linen for the laundry								
	3.3	Receive check and sort fresh linen from the laundry.								
	3.4	Identify and mend torn linen.								
	3.5	Identify damaged linen and report to the relevant personnel.								
	3.6	Record received linen appropriately								
LO 4 Understand how to receive and check linen.	4.1	Explain how to receive, count and sort soiled linen.								
	4.2	Describe how to package soiled linen for the laundry								

	4.3	Explain how to receive check and sort fresh linen from the laundry										
	4.4	Explain why it is important to identify damaged linen and report to the relevant personnel.										
	4.5	Explain why it is important to record received linen appropriately and describe how to record linen										

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 5 Store and issue clean linen	5.1	Identify the various methods of storing linen								
	5.2	Store linen using the appropriate method								
	5.3	Read and interpret linen request								
	5.4	Issue linen according to request and use the appropriate linen exchange method.								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date: Date: Date:
EQA Signature (if sampled)	Date:

UNIT 10: ASSIST WITH ROUTINE AND PERIODIC DEEP CLEANING OF GUEST ROOM

Unit reference number: HTTAA006L1

NSQF level: 1

Credit value: 3

Guided learning hours: 30hours

Unit Purpose: This unit provides the learner with the knowledge and practical procedure of knocking on the guest room door, sweeping, dusting, vacuuming and assisting to replenish guest amenities. It emphasizes the need to carry out periodic deep cleaning and to leave the guest room according to organization's standards. This unit is appropriate for learners who are aspiring to work as room attendants in the hospitality industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- ✓ Direct Observation (OBS)
- ✓ Oral Question & Answer (OQA) for Skills based criteria
- ✓ Written Question & Answer (WQA) for knowledge-based criteria
- ✓ Witnesses Testimony (WT)
- ✓ Assignment (ASS)
- ✓ Personal Statement (PS)
- ✓ Reflective/Learning Journal (LJ)
- ✓ Work Product [(WP)
- ✓ Recognition of Prior Learning (RPL)

Unit 10: CARRY OUT ROUTINE AND PERIODIC DEEP CLEANING OF GUEST ROOM.

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Routine cleaning and servicing of guest room	1.1	Identify the area for cleaning, read the cleaning schedule and select the appropriate equipment and cleaning agent.								
	1.2	Obtain the necessary stock to replace items in the guest room and service the room								
	1.3	Use personal protective equipment and observe the right posture when servicing guest room								
	1.4	Knock three times announcing housekeeping, ventilate, empty bin.								
	1.5	Sweep, vacuum or mop (where necessary), high dust, low dust, clean and clear ash trays								
	1.6	Assist to re-stock guest amenities, clear wardrobes and report forgotten items (in the case of a check-out room)								
	1.7	Identify and report to the relevant personnel any item that needs attention in the room.								
	1.8	Assist to place room in order, close windows and draw curtains, spray air-freshener etc according to organization's standards.								
	1.9	Clean and return cleaning agents and equipment.								
LO2										

		item that requires specialist attention to the relevant personnel.										
	4.4	Explain the basic periodic deep cleaning that should be carried out and how frequently each task should be done.										

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 11: ASSIST CLEAN AND SERVICE A RANGE OF AREAS

Unit reference number: HTTAA007L1

NSQF level: 1

Credit value: 4

Guided learning hours: 40

Unit Purpose: This unit provides the learner with the knowledge and ability to clean and service toilets and bathroom areas, clean and service furnished areas and dispose waste according to organization's standard.

This unit is appropriate for learners who are aspiring to work as public area attendants and room attendants in both private and commercial sector.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 11: clean and service a range of areas

LO (Learning outcome) Criteria:-			Evidence Type				Evidence Ref Page number			
LO 1 Clean and service toilet and bathroom areas.	1.1	Loading and arranging of trolley neatly								
	1.2	Prepare the bathroom area and toilet for cleaning								
	1.3	Choose the correct cleaning equipment and materials for each part of the toilet and bathroom area.								
	1.4	Clean the toilet and surrounding areas correctly.								
	1.5	Clean the bathroom appliances and surrounding areas correctly.								
	1.6	Clean the floors, walls, mirrors and other areas correctly and leave the whole area tidy.								
	1.7	Identify and report anything that needs maintenance or repair.								
	1.8	Complete and pass on any records of your work.								
	1.9	Carry out a final check of the area to make sure it will satisfy the customer.								
	2.0	Use PPE, protect vulnerable places and sanitize all surfaces								
LO2 Describe how to clean and service toilet and bathroom areas										
	2.1	Describe the types of unexpected situations that may happen when cleaning bathrooms and toilet area and how to deal with them.								
	2.2	Explain why it is important to prepare the area and self before cleaning and disposing of waste								

	4.5	State some of the items that may need repair and the importance of reporting to the relevant person.											
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LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 5 Dispose waste materials	5.1	Wear appropriate PPE								
	5.2	Prepare waste for disposal and handle properly.								
	5.3	Sanitize waste container following the appropriate health and safety regulations.								
	5.4	Describe how to identify different sorts of waste and how different sorts of waste should be disposed of.								
	5.5	Dispose waste according to occupational health and safety.								
LO6 Describe how to dispose waste.										
	6.1	List the appropriate PPE that can be used when disposing waste								
	6.2	Describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with them								
	6.3	State the different types of waste and why it is important to sort them according to type.								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date: Date: Date:
EQA Signature (if sampled)	Date:

UNIT 12: USE OF DIFFERENT SOFT CHEMICALS AND BASIC EQUIPMENT IN HOUSEKEEPING.

Unit reference number: HTTAA008L1

NSQF level: 1

Credit value: 1

Guided learning hours: 10hours

Unit Purpose: This standard comprises of the cover sheet and the Nigerian unit of competency. People credited with this standard are able to use different chemicals, electrical and manual equipment in the housekeeping. This unit is appropriate for learners who are aspiring to work as public area attendant and room attendants in both private and commercial sector.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 12: Use of different chemicals and equipment in housekeeping.

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 1 Use manual and electrical equipment	1.1	Choose correct equipment for areas be cleaned								
	1.2	Use equipment safely, correctly and where appropriate using correct chemicals								
	1.3	Leave areas clean and tidy and free from debris								
	1.4	Store equipment in line with organisational procedures								
	1.5	Use the appropriate PPE								
LO2 Explain how to use manual equipment.										
	2.1	Explain why equipment and chemicals are properly cleaned and stored in accordance with manufacturer's specifications and requirements and organization's procedure.								
	2.2	Explain why it is important to use the appropriate PPE								
	2.3	Explain why it is important to Leave areas clean and tidy and free from debris								
LO3 Demonstrate skills in use of different soft chemicals										
	3.1	Use the appropriate PPE								
	3.2	Prepare the area to be cleaned and choose correct chemicals for areas be cleaned								
	3.3	Prepare and use chemicals in line with the manufacturers' instructions, using								

