



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

DOMESTIC HELP

NTQF Level I



*Ministry of Education
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Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopian Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

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

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the Technical and Vocational Education and Training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Domestic Help Level I

Occupational Code: **LSA DOM**

[LSA DOM1 01 0812](#)
Clean House

[LSA DOM1 02 0812](#)
Provide Food and Beverage Service

[LSA DOM1 03 0812](#)
Wash and Iron Clothes,
Linen and Fabric

[LSA DOM1 04 0812](#)
Provide Care and Support to Children

[LSA DOM1 05 0812](#)
Provide Care and Support to Pets

[LSA DOM1 06 0812](#)
Respond Effectively to Challenging / Difficult Behavior

[LSA DOM1 07 0812](#)
Maintain Healthy and Safe Environment

[LSA DOM1 08 0812](#)
Apply Quality Standards

[LSA DOM1 09 0812](#)
Work with Others

[LSA DOM1 10 0812](#)
Receive and Respond to Workplace Communication

[LSA DOM1 11 0812](#)
Demonstrate Work Values

[LSA DOM1 12 0216](#)
Develop Understanding of Entrepreneurship

[LSA DOM1 13 0216](#)
Apply 3S

Occupational Standard: Domestic Help Level I	
Unit Title	Clean House
Unit Code	LSA DOM1 01 0812
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required in cleaning living room, dining room, bedrooms, toilets and bathrooms. It includes the cleaning of surfaces and floors, cleaning of furnishings and fixtures, making up beds and cots, cleaning of toilets and bathroom, sanitizing rooms and maintaining clean room environment.

Elements	Performance Criteria
1. Clean surfaces and floors	<p>1.1 Appropriate removal/cleaning equipment, supplies, materials, procedures and techniques are used in accordance with the soil, litter types and established procedures.</p> <p>1.2 All wastes are removed from surface based on the standards procedures.</p> <p>1.3 Suitable maintenance procedures are selected and applied based on the identified floor types and surface textures.</p> <p>1.4 Cleaning, polishing and sweeping are performed according to the standard operating procedures.</p> <p>1.5 Cleaning, polishing and sweeping equipment, supplies and materials are used following the safety procedures and manufacturer's specifications.</p> <p>1.6 Cleaning/polishing equipment is cleaned after use in accordance with the relevant safety procedures and manufacturer's instructions.</p> <p>1.7 All cleaning, polishing, sweeping materials and equipment are stored as per the standard operating procedures (SOP).</p> <p>1.8 Routine maintenance is carried out as per the SOPs.</p>
2. Clean furnishing and fixtures	<p>2.1 Furnishings and fixtures are cleaned in accordance with the standard operating procedures.</p> <p>2.2 Furniture positioned based on comfort, convenience and room lay out.</p> <p>2.3 Equipment is cleaned after use in accordance with the relevant safety and manufacturer's instructions.</p> <p>2.4 All cleaning materials and equipment are stored following SOPs.</p> <p>2.5 Routine maintenance is carried out or arranged as per the standard operating procedures.</p>

<p>3. Make up beds and cots</p>	<p>3.1 Mattress is aired, freed from and vacuumed in accordance with the SOPs.</p> <p>3.2 Soiled linens and pillowcases are replaced in accordance with the SOPs.</p> <p>3.3 Linens are centered and mitered when replaced as per the SOPs.</p> <p>3.4 Beds and cots are made-up according to the prescribed procedure.</p>
<p>4. Clean toilet and bathroom</p>	<p>4.1 Ceilings and walls are cleaned in accordance with the standard operating procedures and techniques.</p> <p>4.2 Window edges and sills are wiped clean in accordance with the standard operating procedures.</p> <p>4.3 Bath tub, lavatory and toilet bowls are scrubbed and disinfected in accordance with the standard operating procedures and techniques.</p> <p>4.4 Accessories are washed and cleaned in accordance with the standard operating procedures and techniques.</p> <p>4.5 Bathroom supplies are replenished and defective accessories are replaced as per SOPs.</p> <p>4.6 Equipment is cleaned after use in accordance with the manufacturer's instruction.</p> <p>4.7 All cleaning materials and equipment are stored in a safe place as per the SOPs.</p> <p>4.8 Routine maintenance is carried out or arranged as per the standard operating procedures.</p>
<p>5. Sanitize rooms</p>	<p>5.1 Sanitizing agents are 100% accurately measured and mixed in accordance with the relevant safety regulations.</p> <p>5.2 Excess mixtures of sanitizing agents are disposed according to the environmental requirements.</p> <p>5.3 Rooms are sanitized in accordance with the standard operating procedures.</p> <p>5.4 Equipment is cleaned after use in accordance with the manufacturer's instructions.</p> <p>5.5 All cleaning materials and equipment are stored in a safe place as per the SOPs.</p> <p>5.6 Routine maintenance is carried out or arranged as per the standard operating procedures.</p>
<p>6. Maintain clean room environment</p>	<p>6.1 All equipment and cleaning paraphernalia are checked and maintained according to the manufacturer's instructions.</p> <p>6.2 All wastes are removed and disposed of in accordance with the employer's requirements.</p>

	<p>6.3 All movable furniture and fittings are shifted to allow access to hidden dust/waste/dirt and as per the SOPs.</p> <p>6.4 Rooms are checked regularly for orderliness/tidiness in accordance with the employer's requirements.</p>
7. Clean kitchen	<p>7.1 Soiled dishes, pots, pans and linen are washed in accordance with the standard operating procedures.</p> <p>7.2 Cleaned/dried dishes, pots and pans are stored as per the standard operating procedures.</p> <p>7.3 Kitchen appliances are cleaned in accordance with the standard operating procedures.</p> <p>7.4 Kitchen fixtures, tables and chairs are wiped in accordance with the standard operating procedures.</p> <p>7.5 Floor is mopped and dried in accordance with the standard operating procedures.</p> <p>7.6 Kitchen supplies are inspected and replenished in accordance with standard operating procedures.</p>

Variable	Range
Cleaning equipment, supplies and materials	<ul style="list-style-type: none"> • Brooms • Dust pan and brush • Cleaning implements • Floor carpet • Water hoses • Bucket • Dining table • Water pitcher • Table cloth • Flowers • Bed w/bed cover • Spoon and Fork • Knife and Plate • Wine gLSAs • Serving utensils • Table napkin • Flat sheets • Fitted sheet • Cob-webber • Hoses • Paper towel • Flower vase • Drinking water • Serving tray • Cleaning detergent • Scrubbing foam • Pillow and case • Bed mattress • Dish pan • Dish sponge/dish cloth • Pan with hot water • Rolled newspaper • Cleaning rag • Sponges /scourer • Squeegees (various sizes) • 'A" frame ladders • Extension poles • Drop sheets • Wax paper/ aluminum foil • Talcum powder • Bowl cleaner • Toilet disinfectant • Acid cleaner • Soup plate w/bowl • Drinking gLSAs/ goblet and cups • Serving dish • Rubber spatula • Floor mop • Toilet bowl swab • Toilet caddy • Spray bottle • Guess model • Antistatic duster/ cleaning cloth • Vacuum cleaner with circular brush • GLSAs cleaning equipment
Waste (wet or dry)	<ul style="list-style-type: none"> • Dust • Paper • Food • Stones and Gravel

Ceiling	<ul style="list-style-type: none"> • Flat • Suspended • Hard
Sanitizing agents	<ul style="list-style-type: none"> • Solvent spray • Anti-static solution • Anti-static spray
Sanitizing equipment, supplies and materials	<ul style="list-style-type: none"> • Ladders • Vacuum unit • Dust mop • Lint free clothing cloths • Mop head and bucket • Dust pan • Broom

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • clean surfaces and floors • clean furnishings and fixtures • make-up beds and cots • clean toilets and bathrooms • sanitize rooms • maintain clean room environment • clean kitchen
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Procedures in cleaning, polishing, disinfecting and sanitizing rooms (living room, dining room, bedrooms, bathrooms, toilets and kitchen) • Types and characteristics of floors • Method of removing suitable dirt/stain • Types/uses/functions of cleaning equipment, supplies and materials • GLSAs types, including defects • Methods of identifying stains, mud, dirt and grease • Stain removal techniques • Effects of pre-existing conditions on safe work practices • Procedures in arranging furniture • Types and characteristics of furniture and furnishings • Procedures in bed making • Knowledge on different linen and fabric • Procedures in cleaning and maintaining room furniture and furnishings • Knowledge on different areas where dirt and dust can easily accumulate • Schedule of house chores • Types of ancillary rooms • Types of home set-up • Types of living room appliances and ornament

Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Cleaning and maintaining rooms (living room, bedroom, bathroom, toilet and kitchen) • Handling and disposing of chemical • Reporting and recording information • Communicating with others • Minimizing waste • Decanting chemicals
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Domestic Help Level I	
Unit Title	Provide Food and Beverage Service
Unit Code	LSA DOM1 02 0812
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in providing food and beverage service. It includes preparing dining area, setting up table, serving food and beverage, and clearing table.

Element	Performance Criteria
1. Prepare dining area	<p>1.1 Dining area is checked for cleanliness prior to service in accordance with standard operating procedures and when required, take corrective actions.</p> <p>1.2 Dining environment is prepared and adjusted to ensure comfort and ambience of client and as appropriate.</p> <p>1.3 Furniture is set up in accordance with standard operating procedures.</p> <p>1.4 Tables and table settings are checked for stability, and easy access to client and at all times.</p> <p>1.5 Equipment are checked and prepared for service and as per standard operating procedures.</p>
2. Set-up Table	<p>2.1 Table cloth is laid without creases and in accordance with prescribed procedures.</p> <p>2.2 Table appointment is laid according to standards.</p> <p>2.3 Napkin folded in accordance to table napkin folding standards.</p> <p>2.4 Centerpiece is arranged in accordance with standard operating procedures and used appropriate equipment, supplies and materials.</p>
3. Serve food and beverage	<p>3.1 Foods are checked for completeness and correctness before serving.</p> <p>3.2 Foods are placed on the tray and carried using the left hand and in accordance with food and beverage serving procedures.</p> <p>3.3 Foods are served from the left side using the left hand in serving as per SOPs.</p> <p>3.4 Water goblets are filled/refilled from the right side without spilling as per standard operating procedures.</p> <p>3.5 Beverage are taken from the bar/kitchen and inspected for complete garnishing (if any).</p> <p>3.6 Beverage are served on a bar tray from the right side of the client being served as per standard operating procedures.</p>

4. Clear table	<p>4.1 Clients are asked politely if they are finished as per standard operating procedures.</p> <p>4.2 Soiled plates/flat wares are bussed out from the right side of the family members and brought to the washing station/area as per standard operating procedures.</p> <p>4.3 Table is crumbed as per standard operating procedure.</p> <p>4.4 Side plates and knives are removed from the table as per standard operating procedures.</p> <p>4.5 Condiments/shakers and other soiled items are removed from the table as per standard operating procedures.</p> <p>4.6 Ashtrays are replaced as per standard operating procedures.</p> <p>4.7 Additional requests are asked politely from clients as per standard operating procedures.</p> <p>4.8 Clients' needs are checked form time to time until they move out from the dining area as per standard operating procedures.</p>
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Variable	Range
Dining environment	May include but not limited to the following: <ul style="list-style-type: none"> • lighting • room temperature • music • floral and other decorations • privacy • background
Equipment may include but not limited to -	<ul style="list-style-type: none"> • table cloth/linen • china wares • glassware • silverware • cutlery • wine • condiments • chairs • tables • ashtray • toothpicks • cloth/paper napkin
Beverage	<ul style="list-style-type: none"> • Juice • Wine & Spirits • Tea • Coffee

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • prepare the dining area • set up table • serve food and beverage • clear table • comply with quality standards • comply with occupational safety and health practices
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Principles and Method of Table Setting • Types and Uses of China Wares, Glassware, Silverware • Types and Uses of Crockery, Cutlery and Condiments • Principles and Method of Serving • Plate Clearing and Carrying Techniques • Waste Minimization and Environmental Techniques • Safety Practices • Codes and Regulations
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Managing time, supplies and materials • Preparing dining area • Setting-up table • Serving food and beverage • Clearing table • Serving Techniques • Interpersonal Skills • Verbal and Non-Verbal Communication
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Domestic Help Level I	
Unit Title	Wash and Iron Clothes, Linen and Fabric
Unit Code	LSA DOM1 03 0812
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform home management by providing clean, safe environment.

Element	Performance Criteria
1. Check and sort clothes, linens and fabrics	<p>1.1 Soiled clothes, linen and fabrics are sorted according to texture, color, size and defects.</p> <p>1.2 Sorted items are prioritized according to the cleaning process required and the urgency of the item.</p> <p>1.3 Defective clothing, linen and fabric are sewn/darned using appropriate threads and stitches.</p>
2. Remove stains	<p>2.1 Personal protective paraphernalia are worn in accordance with the standard operating procedures</p> <p>2.2 Stain removing agents and chemicals are used in accordance with the manufacturer's instruction.</p> <p>2.3 Stains are treated and removed using the correct chemicals or agents.</p> <p>2.4 All stain removing agents and chemicals are stored following safety procedures.</p>
3. Prepare washing equipment and supplies	<p>3.1 Laundry area is cleaned and made ready at all times.</p> <p>3.2 Laundry supplies and materials are prepared and made available at all times.</p> <p>3.3 Washing machine is checked and prepared for operation per manual procedures.</p>
4. Perform laundry	<p>4.1 Correct laundry method is selected as per the standard operating procedures.</p> <p>4.2 Clothes, linen and fabric are washed according to the labeling codes and washing instructions.</p> <p>4.3 Laundry equipment is used in accordance with the manufacturer's instruction.</p> <p>4.4 Clothing, linen and fabric are freed from stain, dirt and unpleasant odor after washing based on the procedures.</p> <p>4.5 Washed clothes, linen and fabric are sun- /machine dried as per the instructions.</p> <p>4.6 Dried clothes, linen and fabric are freed from unpleasant odor and static cling.</p>

	<p>4.7 Washing area and equipment are cleaned in accordance with the manufacturer's instructions and OHS procedures.</p> <p>4.8 All cleaning materials and equipment are stored following the safety procedures.</p> <p>4.9 Routine maintenance is carried out or arranged as per the standard operating procedures.</p>
5. Dry clothes, linen and fabric	<p>5.1 Washed clothes, linen and fabric are dried according to the procedures.</p> <p>5.2 Drying machine is prepared according to the procedure.</p> <p>5.3 Dried clothes, linen and fabric are removed when dryer bell rings or stops to prevent wrinkles and to minimize need for ironing.</p> <p>5.4 Clothes, linen and fabric are dried without wrinkles according to procedures.</p>
6. Iron clothes, linens and fabrics	<p>6.1 Ironing is done in accordance with the standard procedures</p> <p>6.2 Ironed clothes, linens and fabrics are folded, placed in a hanger and stored in designated cabinets as per the instructions.</p> <p>6.3 Ironing equipment and materials are stored in the appropriate area following the safety procedures.</p>

Variable	Range
Sorted Items	<ul style="list-style-type: none"> • Soiled/Defective Clothes • Fabrics • Linen
Personal Protective Paraphernalia	<ul style="list-style-type: none"> • Gloves • Apron
Stains	<ul style="list-style-type: none"> <li style="width: 50%;">• Coffee <li style="width: 50%;">• Mud/Dirt <li style="width: 50%;">• Cola <li style="width: 50%;">• Grease <li style="width: 50%;">• Cordial <li style="width: 50%;">• Blood <li style="width: 50%;">• Chewing Gum <li style="width: 50%;">• Fruit Stains <li style="width: 50%;">• Food <li style="width: 50%;">• Wine
Stain	<ul style="list-style-type: none"> <li style="width: 50%;">• Acid cleaners <li style="width: 50%;">• Chlorine bleach <li style="width: 50%;">• Alkali cleaners <li style="width: 50%;">• All-purpose detergent
Laundry Area	<ul style="list-style-type: none"> <li style="width: 50%;">• Washers <li style="width: 50%;">• Clothes pins <li style="width: 50%;">• Dryers <li style="width: 50%;">• Clothespin bag <li style="width: 50%;">• Clothesline <li style="width: 50%;">• Clothes rack for indoor drying
Laundry Supplies and Materials	<ul style="list-style-type: none"> • Sorting baskets/shelves • Hangers • Stain removing agents • Fabric softener • Chlorine bleach • Laundry bag • Laundry basket

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Check and sort soiled clothes, linen and fabric • remove stains • prepare washing equipment and supplies • perform laundry • dry clothes, linen and fabric • iron clothes, linen and fabric
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Procedures in sorting laundry • Principles and procedures in darning holes and tears • Hygiene, health and safety issues specific to laundry operations • Types/uses and handling of laundry chemicals • Principles and procedures in removing stains • Types/uses of stain removing agents • Language label (fabric and garments labels) • Types and characteristics of clothes, linen and fabric • Standard procedures in checking and preparing washing machine • Procedures in preparing laundry supplies and materials • Preparing mixtures or bleaching solutions • Types and uses of washing machines and dryers • Principles and procedures in washing, drying and ironing clothes, linen and fabric • Hygiene, health and safety issues of specific relevance to laundry operations • Maintenance of laundry area • Procedures in drying clothes, linen and fabric • Procedures in ironing clothes, linen and fabric • Types/uses of ironing equipment, tools and paraphernalia • Procedures in storing clothes, linen and fabric • Basics of pressing • Types and uses of irons, ironing boards and ironing accessories • Types and use of hangers • Folding method and techniques • Pressing procedures
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Checking and sorting soiled clothes, linen and fabric • Removing Stains • Preparing washing equipment and supplies • Performing laundry • Drying clothes, linen and fabric • Ironing clothes, linen and fabric

Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Domestic Help Level I	
Unit Title	Provide Care and Support to Children
Unit Code	LSA DOM1 04 0812
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to provide care and support to children between three (3) years old and twelve (12) years old.

Elements	Performance Criteria
1. Instil personal hygiene practices to children	<p>1.1 Hygiene practices are explained clearly to children based on the established procedures.</p> <p>1.2 Personal hygiene procedure is demonstrated to children based on the health and safety procedures.</p> <p>1.3 Children paraphernalia are maintained based on the healthy procedures.</p>
2. Bathe and dress children	<p>2.1 Children's vital signs are checked before bathing based on the procedures.</p> <p>2.2 Bathing paraphernalia is prepared as per the procedure.</p> <p>2.3 Bath water quantity and temperature are checked based on the health requirements of the child.</p> <p>2.4 Children are assisted in dressing up according to the prevailing weather condition.</p> <p>2.5 Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible.</p> <p>2.6 Children with difficult behaviour in bathing are dealt with appropriately as per the procedure.</p>
3. Feed children	<p>3.1 Nutritional requirements of children are determined according to their developmental stage.</p> <p>3.2 Menu is prepared in accordance with children's nutritional and cultural requirements.</p> <p>3.3 Appetizing food and drink are prepared and served sufficiently and appropriately according to the child's health needs and preferences.</p> <p>3.4 Children are fed following healthy procedures.</p>

Variable	Range
Children's paraphernalia	<ul style="list-style-type: none"> • Bathing paraphernalia and toiletries • Diaper • Clothes • Grooming Kit (baby hairbrush, comb, nail scissors) • Oral Hygiene (toothbrush, toothpaste)

	<ul style="list-style-type: none"> • Feeding Utensils • Bibs • High Chair/Booster Seat/Portable Seat • Thermometer • Thermometer Tray
Nutritional requirements	<ul style="list-style-type: none"> • Nutritious food • Balance Diet • Relevant nutritional needs according to age level
Menu	<ul style="list-style-type: none"> • Breakfast • Lunch • Dinner • Snacks
Cultural requirements	<ul style="list-style-type: none"> • Meal patterns over a day • Drinks provided • Foods used • Hot or cold meals • Spices and flavourings used • Inclusion of sweets
Appetizing food	<ul style="list-style-type: none"> • Colour • Shape • Texture and Variety
Health needs of children	<ul style="list-style-type: none"> • Medical advice and diet • Allergies to certain foods
Food and drink preferences	<ul style="list-style-type: none"> • Culture • Dietary Requirements • Religion • Age • Family Patterns • Individual Tastes • Stage of the Day

Evidence Guide

Critical Aspects of Competency	<p>Assessment may requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • demonstrate ability to prepare nutritious foods suitable for children • instil personal hygiene practices to children • take vital signs before bathing the child • demonstrate feeding procedures
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Bathing and Dressing/Undressing Procedures • Procedures of Feeding Children • Procedures in Taking Vital Signs • Proper Health Care of Children • Hand Washing Procedures • Table Etiquette • Good Grooming • Nutritional Needs of Children

Underpinning Skills	<ul style="list-style-type: none"> • Demonstrate skills of: • Cooking and Preparing Food • Menu Planning • Basic Measurements
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Domestic Help Level I	
Unit Title	Provide Care and Support to Pets
Unit Code	LSA DOM1 05 0812
Unit Descriptor	This unit covers the knowledge, skills, attitudes and values required in feed, bath, groom, stroll pets and take to veterinary clinic for check-up.

Elements	Performance Criteria
1. Feed pets	<p>1.1 Foods appropriate for <i>pets</i> are prepared in accordance to required diet.</p> <p>1.2 Feeding and drinking paraphernalia are washed in accordance with cleaning procedures.</p> <p>1.3 Food is served into feeding paraphernalia in accordance with feeding pattern.</p> <p>1.4 Water is served into the drinking paraphernalia in accordance with <i>feeding requirement</i>.</p> <p>1.5 Feeding and drinking paraphernalia stored in accordance with standard practices.</p>
2. Bath pets	<p>2.1 Bathing paraphernalia is prepared in accordance with safe practices.</p> <p>2.2 Bathing area is checked for cleanliness and completeness.</p> <p>2.3 Bathing is performed in accordance with pets' bathing requirement.</p> <p>2.4 Pets are dried as appropriate.</p> <p>2.5 Bathing paraphernalia is stored in accordance with safe practices</p> <p>2.6 Bathing area is cleaned and dried in accordance with safe practices.</p>
3. Groom pets	<p>3.1 Grooming paraphernalia is prepared in accordance with requirement.</p> <p>3.2 Pets' hair is checked for entanglement.</p> <p>3.3 Pets' nails are filed in accordance to grooming procedures.</p> <p>3.4 Eyes, ears, nose and teeth are cleaned in accordance to grooming requirements.</p> <p>3.5 Grooming paraphernalia is cleaned in accordance with safe practices</p> <p>3.6 Grooming paraphernalia is stored as per standard practices.</p>

	3.7 Grooming area is cleaned in accordance with standard practices.
4. Take pet for stroll	4.1 Pets' schedule is prepared in accordance with household schedule. 4.2 Pets' strolling paraphernalia is prepared in accordance with safety procedure 4.3 Pets are brought to designated stroll places for pets.
5. Take pet to veterinarian	5.1 Pets' schedule coordinated in accordance with veterinarian's schedule. 5.2 Pets' paraphernalia is prepared in accordance with standard practices. 5.3 Pets are brought to veterinarian for regular check-up.

Variable	Range
Pets	May include but not limited to: <ul style="list-style-type: none"> • Dogs • Cats • Birds • Rabbits • Etc.
Feeding requirement	May include: <ul style="list-style-type: none"> • Instructions by the veterinarian • Procedures established by the employer

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate to: <ul style="list-style-type: none"> • feed, bath and groom pets • take pet to veterinarian
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Types of pets and characteristics • Safe Feeding procedures • Nutritional Food and Proper Diet • Planning For Nutritional Meal • Health Needs for Pets • Food Safety Practices • Meal Patterns of the Day • Food and Drink Preferences • Pets checkup schedule coordination • Pets checkup paraphernalia preparation • Bathing procedure and drying of pets • Bathing paraphernalia • Storage of bathing paraphernalia • Types of grooming paraphernalia and applications

	<ul style="list-style-type: none"> • Grooming procedures • Storing of grooming paraphernalia • Pets Stroll scheduling • Strolling paraphernalia preparation • Pet strolling places
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Bath pet • Groom pet • Feed pet • Stroll pet • Take to veterinary clinic
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Domestic Help Level I	
Unit Title	Respond Effectively to Challenging / Difficult Behavior
Unit Code	LSA DOM1 06 0812
Unit Descriptor	This unit covers the knowledge, skills and attitudes to response effectively to difficult or challenging behavior of household employer.

Elements	Performance Criteria
1. Plan responses	<p>1.1 Strategies appropriate to these behaviors responses are planned to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources.</p> <p>1.2 Specific manifestations of difficult or challenging behavior are identified are planned as required.</p> <p>1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to the institutional policies and procedures.</p>
2. Apply response	<p>2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with the institutional policy and procedures.</p> <p>2.2 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior.</p> <p>2.3 Appropriate strategies are selected to suit particular instances of difficult or challenging behavior.</p>
3. Report and review incidents	<p>3.1 Incidents are reported according to the institutional policies and procedures.</p> <p>3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made.</p> <p>3.3 Debriefing mechanisms and other activities are used and participated in.</p> <p>3.4 Advice and assistance is sought from legitimate sources when appropriate.</p>

Variable	Range
Appropriate strategies	<ul style="list-style-type: none"> • The nature of the incident • Potential effect on different parties, patient, staff and others • Established procedures and guidelines
Planned responses	<ul style="list-style-type: none"> • Own ability and experience • Established institutional procedures • Knowledge of individual persons and underlying causes
Difficult or challenging behaviors	<ul style="list-style-type: none"> • Aggression/Assaultive behavior • Confusion or other cognitive impairment

	<ul style="list-style-type: none"> • Noisiness • Manipulative • Wandering • Self-destructive • Intoxication • Withdrawn/depressed • Negativistic • Intrusive behavior • Verbal offensiveness
Institutional policies and procedures	<ul style="list-style-type: none"> • Incident reporting and documentation • Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior • Debriefing of staff involved in the incident
Strategies for dealing with challenging behaviors	<ul style="list-style-type: none"> • Diversional activities • Referring to appropriate personnel e.g. supervisor, security officer • Following established emergency response procedures

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Identify specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required. • Maintain personal safety and the safety of others. • Report incidents, reviewed and responded quickly and effectively to contingencies. • Debrief mechanisms are used.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • OHS and issues relating to difficult and challenging behavior • Patient issues which need to be referred to an appropriate health professional • Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client
Underpinning Skills	<ul style="list-style-type: none"> • Effectively using techniques for monitoring own service area including client satisfaction • Speaking in affirm, diplomatic and culturally appropriate manner • Remaining calm and positive in adversity • Thinking and responding quickly and strategically • Remaining alert to potential incidents of difficult or challenging behavior • Monitoring and/or maintaining security equipment • Ability to work with others and display empathy with patient and relatives

Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Domestic Help Level I	
Unit Title	Maintain Healthy and Safe Environment
Unit Code	LSA DOM1 07 0812
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to maintain various aspects in home maintenance by taking into consideration health and safety environment.

Element	Performance Criteria
1. Maintain a clean and hygienic environment	<p>1.1 Cleaning are occurred as an on-going process as per regulations.</p> <p>1.2 Appropriate cleaning agents, tools and equipment are used in accordance with the established procedures.</p> <p>1.3 Infection control procedures are followed according to the established procedures.</p> <p>1.1 Ventilation, lighting and heating/cooling are adequately maintained.</p> <p>1.2 Personal hygiene/health procedures are adhered to at all times.</p> <p>1.3 Beds and beddings are cleaned to conform to health, hygiene and safety requirements as relevant.</p>
2. Provide a safe environment	<p>2.1 Organizational policies and procedures on safety are implemented as required.</p> <p>2.2 Environment protection policy is implemented.</p> <p>2.3 Tools, equipment, toys and games are used that are appropriate to the age of the child.</p> <p>2.4 Equipment is selected, checked and maintained to ensure safety.</p> <p>2.5 The environment is set up to ensure the safety of the client.</p> <p>2.1 Area is checked for hazards and risks reduction strategies are implemented</p> <p>2.7 Fire exits are kept unobstructed</p> <p>2.8 Disposal of waste materials is conducted in a safe and hygienic way</p> <p>2.9 Cleaning materials are stored safely</p>
3. Supervise the safety of clients	<p>3.1 Clients are supervised in accordance with the legal requirements and regulations.</p> <p>3.2 Rules for safe play are explained, modelled and implemented.</p> <p>3.3 Direct contact with individuals/group is maintained.</p>

	<p>3.4 Potential risks are identified and acted upon to prevent/minimize risks.</p> <p>3.4 Hazards and potential hazards in the environment are identified, and clients are informed accordingly.</p> <p>3.5 Emergencies and evacuation procedures are discussed and practiced with clients.</p> <p>3.6 Supervision is used as an opportunity to interact with clients.</p>
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Variable	Range
Cleaning	<ul style="list-style-type: none"> • Disinfecting nappy change areas • Washing floor • Vacuuming • Disinfecting toilet areas
Tools and equipment	<ul style="list-style-type: none"> • Cleaning materials (e.g. detergent soap, brush, broom, mop, rags, glass wiper) • Vacuum Cleaner • Play area with appropriate toys and padding
Disposal of waste materials	<ul style="list-style-type: none"> • Nappies • Soiled tissues/wipes • Alternative Method for rest e.g. Hammocks
Legal requirements and regulations	<ul style="list-style-type: none"> • Staff/children ratios • Babies are never left unattended in the bath or on change table
Rules for safety play	<ul style="list-style-type: none"> • Legal/legislative requirements • Organizational policies regarding excursions

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Demonstrated ability to provide a clean and safe environment for children • Personal hygiene/health procedures • Implemented environment protection policy • Explained and implemented rules for safe play • Identified potential risks and hazards and explained to clients • Discussed and practiced with clients the emergencies and evacuation procedures.
Underpinning Knowledge And Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Up to date knowledge of regulations are understood • Regulations on safety, health and hygiene • Potential hazards to children • Hazards of traffic for children • Risk minimization strategies and risk reduction strategies • The spread of infectious diseases and cross infection • Strategies to minimize the spread of infectious diseases

	<ul style="list-style-type: none"> • Developmental stage • Appropriate toys and equipment – safety and risks • Legal requirements for supervision including worker and child ratios • Organizational standards, policies and procedures
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Risk minimization strategies and risk reduction strategies • Strategies to minimize the spread of infectious diseases • Interpersonal safe use of equipment and materials
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Domestic Help Level I	
Unit Title	Apply Quality Standards
Unit Code	LSA DOM1 08 0812
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality standards in the operational activities.

Elements	Performance Criteria
1. Assess own work	<p>1.1 Completed work is checked against organization standards relevant to the activity being undertaken.</p> <p>1.2 An understanding is demonstrated on how the work activities are completed and work relate to the next process and to the final appearance of the service / product.</p> <p>1.3 Faulty service is identified and isolated in accordance with policies and procedures.</p> <p>1.4 Faults and any identified causes are recorded and reported in accordance with standard procedures.</p>
2. Assess quality of service rendered	<p>2.1 Services rendered quality is checked against standards and specifications.</p> <p>2.2 Service rendered are evaluated using the appropriate evaluation parameters and in accordance with standards.</p> <p>2.3 Causes of any identified faults are identified and corrective actions taken in accordance with policies and procedures.</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with organization procedures.</p> <p>3.2 Records of work quality are maintained according to the requirements of the organization / enterprise.</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with standard procedures.</p> <p>4.2 Suitable preventive action is recommended based on organization quality standards and causes of deviation from specified quality standards of final service or output. are identified</p>
5. Complete documentation	<p>5.1 Information on quality parameters and other indicators of service performance is recorded.</p> <p>5.2 All service processes and outcomes are recorded.</p>

Variable	Range
Quality check	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Visual inspection • Physical measurements

	<ul style="list-style-type: none"> • Check against specifications/preferences
Quality standards	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Materials, service, output and processes/procedures
Quality parameters	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • style/design/specifications • durability • service variations • materials • damage and imperfections

Evidence Guide

Critical Aspects of Competency	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Check completed work continuously against standard • Identify and isolate faulty service / workmanship • Check service rendered against organization standards • Identify and apply corrective actions on the causes of identified faults • Record basic information regarding quality performance • Investigate causes of deviations of services against standard • Recommend suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Relevant evaluation techniques and quality checking procedures • Workplace and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Interpret work instructions, specifications and standards appropriate to the required work or service • Carry out relevant performance evaluation • Maintain accurate work records in accordance with procedures • Meet work specifications • Communicate effectively within defined workplace procedures
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Domestic Help Level I	
Unit Title	Work with Others
Unit Code	LSA DOM1 09 0812
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to develop workplace relationship and contribute in workplace activities.

Element	Performance Criteria
1. Develop effective workplace relationship	<p>1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship.</p> <p>1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions.</p> <p>1.3 Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon.</p> <p>1.4 Differences in personal values and beliefs are respected and acknowledged in the development.</p>
2. Contribute to work group activities	<p>2.1 Support is provided to team members to ensure workgroup goals are met.</p> <p>2.2 Constructive contributions are made to workgroup goals and tasks according to organizational requirements.</p> <p>2.3 Information relevant to work is shared with team members to ensure designated goals are met.</p>

Variable	Range
Duties and responsibilities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Job description and employment arrangements • Organization's policy relevant to work role • Organizational structures • Supervision and accountability requirements including OHS and Code of conduct
Work group	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Supervisor or manager • Peers/work colleagues • Other members of the organization
Feedback on performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Formal/Informal performance appraisal • Obtaining feedback from supervisors and colleagues and clients • Personal, reflective behavior strategies • Routine organizational methods for monitoring service delivery
Providing support to team members	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Explain/clarify • Help colleagues • Provide encouragement

	<ul style="list-style-type: none"> • Provide feedback to another team member • Undertake extra tasks if necessary
Organizational requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Goals, objectives, plans, system and processes • Legal and organization policy/guidelines • OHS policies, procedures and programs • Ethical standards • Defined resources parameters • Quality and continuous improvement processes and standards

Evidence Guide

Critical aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Provide support to team members to ensure goals are met • Act on feedback from clients and colleagues • Access learning opportunities to extend own personal work competencies to enhance team goals and outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • relevant legislation that affects operations, especially with regards to safety • reasons why cooperation and good relationships are important • the organization's policies, plans and procedures • how to elicit and interpret feedback • workgroup member's responsibilities and duties • importance of demonstrating respect and empathy in dealings with colleagues • how to identify and prioritize personal development opportunities and options
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • read and understand the organization's policies and work procedures • write simple instructions for particular routine tasks • interpret information gained from correspondence • request advice, receive feedback and work with a team • organize work priorities and arrangement • select and use technology appropriate to a task • relate to people from a range of social, cultural and ethnic backgrounds
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Domestic Help Level I	
Unit Title	Receive and Respond to Workplace Communication
Unit Code	LSA DOM1 10 0812
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.

Element	Performance Criteria
1. Follow routine spoken messages	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. 1.2 Instructions/information is properly recorded. 1.3 Instructions are acted upon immediately in accordance with information received. 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.
2. Perform workplace duties following written notices	2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines . 2.2 Routine written instruction is followed in sequence. 2.3 Feedback is given to workplace supervisor based on the instructions/information received.

Variable	Range
Written notices and instructions	May include but not limited to: <ul style="list-style-type: none"> • Handwritten and printed material • Internal memos • External communications • Electronic mail • Briefing notes • General correspondence • Marketing materials • Journal articles
Organizational guidelines	May include but not limited to: <ul style="list-style-type: none"> • Information documentation procedures • Company policies and procedures • Organization manuals • Service manual

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • organizational procedures for handling verbal and written communications

	<ul style="list-style-type: none"> • Receiving and acting on verbal messages and instructions • Demonstrating competence in recording instructions/information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organizational policies/guidelines in regard to processing internal/external information • ethical work practices in handling communications • communication process
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • receive and clarify conciseness messages/information/communication • record messages/information accurately
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Domestic Help Level I	
Unit Title	Demonstrate Work Values
Unit Code	LSA DOM1 11 0812
Unit Descriptor	This unit covers the knowledge, skills and attitude required in demonstrating proper work values.

Elements	Performance Criteria
1. Define the purpose of work	<p>1.1 One's unique sense of purpose for working and the 'whys' of work is identified, reflected on and clearly defined for one's development as a person and as a member of society.</p> <p>1.2 Personal mission is achieved in harmony with company's values.</p>
2. Apply work values/ethics	<p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines.</p> <p>2.3 Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.</p> <p>2.4 Company resources are used in accordance with transparent company ethical standard, policies and guidelines.</p>
3. Deal with ethical problems	<p>3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines.</p> <p>3.2 Work incidents/situations are reported and/or resolved in accordance with company protocol/guidelines.</p> <p>3.3 Resolution and/or referral of ethical problems identified are used as learning opportunities.</p>
4. Maintain integrity of conduct in the workplace	<p>4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.</p> <p>4.2 Instructions are provided to co-workers based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behavior and language.</p>

Variable	Range
Work values/ethics/ concepts	May include but are not limited to: <ul style="list-style-type: none"> • Commitment/ Dedication • Sense of urgency • Sense of purpose • Love for work • High motivation • Orderliness • Reliability and Dependability • Competence • Goal-oriented • Sense of responsibility • Being knowledgeable • Loyalty to work/company • Sensitivity to others • Compassion/Caring attitude • Balancing between family and work • Sense of nationalism
Work practices	May include but are not limited to: <ul style="list-style-type: none"> • Quality of work • Punctuality • Efficiency • Effectiveness • Productivity • Resourcefulness • Innovativeness/Creativity • Cost consciousness • 5S • Attention to details
Company resources	May include but are not limited to: <ul style="list-style-type: none"> • Consumable materials • Equipment/Machineries • Human • Time • Financial resources
Work incidents/ Situations	May include but are not limited to: <ul style="list-style-type: none"> • Violent/intense dispute or argument • Gambling • Use of prohibited substances • Pilferages • Damage to person or property • Vandalism • Falsification • Bribery • Sexual Harassment • Blackmail

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Define one's unique sense of purpose for working • Clarify and affirm work values/ethics/concepts consistently in the workplace • Demonstrate work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines • Demonstrate personal behaviour and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines • Use company resources in accordance with company ethical standard, policies and guidelines. • Follow company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Occupational health and safety • Work values and ethics • Company performance and ethical standards • Company policies and guidelines • Fundamental rights at work including gender sensitivity • Work responsibilities/job functions • Corporate social responsibilities • Company code of conduct/values • Balancing work and family responsibilities
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Self-awareness, understanding and acceptance • Application of good manners and right conduct
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Domestic Help Level I	
Unit Title	Develop Understanding of Entrepreneurship
Unit Code	LSA DOM1 12 0216
Unit Descriptor	This unit covers knowledge, skills and attitude required to understand the concepts, principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the entrepreneurial competencies.

Elements	Performance Criteria
1. Describe and explain the concept, principles, and scope of entrepreneurship	<p>1.1 The concept and principles of entrepreneurship are analyzed and discussed.</p> <p>1.2 Entrepreneurial traits and distinguishing features, entrepreneurial motivations and types of entrepreneurs are identified and discussed.</p> <p>1.3 The role of entrepreneurship development for the Ethiopian economy is explained and discussed.</p> <p>1.4 Entrepreneurship for women and disables is discussed and analyzed.</p>
2. Discuss how to become an entrepreneur	<p>2.1 The positive mind set, attitude towards poverty and “can do mentality” is developed.</p> <p>2.2 Self-employment as an individual economic independence and personal growth is discussed and analyzed.</p> <p>2.3 Advantages and disadvantages of self-employment and being an employee are explained and discussed.</p> <p>2.4 Major competencies of successful entrepreneurs are identified and explained.</p> <p>2.5 Self-potential is assessed to determine if qualified to become an entrepreneur.</p> <p>2.6 The behaviors of successful entrepreneurs are identified and discussed.</p> <p>2.7 Business ideas are generated using appropriate tools, techniques and steps.</p> <p>2.8 Business opportunities are identified and assessed.</p>
3. Discuss how to start and organize an enterprise	<p>3.1 The concepts and legal forms of business enterprises in Ethiopia are identified and discussed</p> <p>3.2 Business Ethics is understood and developed.</p> <p>3.3 Facts about micro, small and medium enterprises are discussed, clarified and understood.</p> <p>3.4 Key success factors in setting up micro, small and medium businesses are identified and explained.</p>

	<p>3.5 Procedures for identifying suitable market for business are discussed and understood.</p> <p>3.6 Major factors to consider in selecting a location for a business are identified and discussed.</p> <p>3.7 Amount of money needed to start an enterprise is estimated and various sources of finance identified and discussed.</p>
<p>4. Discuss how to operate an enterprise</p>	<p>4.1 Processes of hiring and managing people are explained and discussed.</p> <p>4.2 The importance, techniques and application of self-management skills, negotiation skills and time management skills, decision skills are discussed and understood.</p> <p>4.3 The techniques and procedures of managing sales are explained and discussed.</p> <p>4.4 Factors to be considered in selecting suppliers and the steps to follow when doing business with them are identified and discussed.</p> <p>4.5 Awareness of how new technologies can affect micro, small and medium business is developed, and Characteristics of appropriate technology for use are explained and discussed.</p> <p>4.6 Risk assessment and management of business enterprise are performed regularly.</p> <p>4.7 Qualities are properly inspected and inventories properly managed.</p> <p>4.8 Basic concepts of Monitoring and Evaluation are explained and understood.</p>
<p>5. Discuss how to prepare and use financial records</p>	<p>5.1 Importance of financial source documents and record keeping is discussed.</p> <p>5.2 Financial recording documents are identified and prepared.</p> <p>5.3 Different types of cost and expense that occur in a business and how to manage them are discussed and understood.</p> <p>5.4 Factors and procedures in knowing the cost and expense of the enterprise are discussed and understood.</p> <p>5.5 Simple financial statements are prepared and understood</p>

<p>6. Develop one's own business plan</p>	<p>6.1 The concept, importance and process of preparing/ writing a business plan are discussed and understood</p> <p>6.2 Feasibility of the business idea is made clear and understood.</p> <p>6.3 Findings of the feasibility study are interpreted, assessed and analyzed.</p> <p>6.4 Standard structure and format are applied in preparing business plan.</p> <p>6.5 Problems that may arise or encounter when starting a business are identified and understand.</p>
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Variables	Range
Legal forms	May include but not limited to: <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Cooperatives • Private Limited Company
Business Enterprises	May include but not limited to: <ul style="list-style-type: none"> • Micro • Small • Medium
Major factors	May include but not limited to: <ul style="list-style-type: none"> • Economics (local economy) • Population • Competition
Financial source documents	May include but not limited to: <ul style="list-style-type: none"> • Cash book • Vouchers • Invoices • Receipts • Check
Financial Recording documents	May include but not limited to: <ul style="list-style-type: none"> • Journal • Ledger • Fixed asset records • Inventory record • Payroll sheet • Account receivable • Account payable • Daily sales record
Feasibility of the business	May include but not limited to: <ul style="list-style-type: none"> • opportunities available • market competition • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations

Evidence Guide

Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Explain principles and concept of entrepreneurship • Discuss how to become entrepreneur • Discuss how to organize an enterprise • Discuss how to operate an enterprise
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	<ul style="list-style-type: none"> • Discus how to prepare and use financial records • Develop business plan 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Entrepreneurship concepts, principles, roles and types • Entrepreneurial traits, motivation and distinguishing features • Types of entrepreneurs • Entrepreneurial competencies • Entrepreneurial behaviors • Business ideas and business opportunities • Self-potential assessment • Types of enterprises • Legal forms of business ownership • Risk assessment and evaluation • Self-employment and employment • Managing sales, people and time • Facts about micro, small and medium enterprises • Micro, Small and Medium Enterprises • Key success factors for setting up micro, small and medium enterprises • Procedures for identifying suitable markets • Business location • Major factors for selecting business location • Quality control • Inventory management • Monitoring and evaluation • New technologies • Startup capital • Investment capital • Working capital • Financing options • Financial records • Costs and expenses • Business plan • Feasibility study 		
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Planning, organizing, hiring and leading skills • Self-management skills • Negotiation skills • Time management skills • Problem solving skills • Decision making skills • Selling skills • Risk assessment skills • Presentation skills • Inventory controlling skills • Using technology 		
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	<ul style="list-style-type: none"> • Financial record keeping skills • Preparing simple financial statement • Financial reporting skills • Managing money • Suppliers selection skills • Monitoring and evaluation skills
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Domestic Help Level I	
Unit Title	Apply 3S
Unit Code	LSA DOM1 13 0216
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by a worker to apply 3S techniques to his/her workplace. The unit assumes the worker has a particular job in the allocated workplace known by the individual.

Elements	Performance Criteria
1. Organize junior Kaizen Promotion Team (KPT).	<p>1.1 Basics, principles and stages of KPT are identified using appropriate procedures.</p> <p>1.2 Structure of Junior KPT is established in accordance with the organizational procedures.</p> <p>1.3 Effective and appropriate contributions are made to complement team activities and objectives using individual skills and competencies.</p> <p>1.4 Effective and appropriate forms of communications are used and undertaken with KPT members who contribute to know KPT activities and objectives.</p> <p>1.5 Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.</p>
2. Prepare for work.	<p>2.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>2.2 Job specifications are read and interpreted following working manual.</p> <p>2.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>2.4 Appropriate materials are selected.</p> <p>2.5 Safety equipment and tools are identified and checked for safe and effective operation.</p>
3. Sort items.	<p>3.1 Plan is prepared to implement sorting activities.</p> <p>3.2 Cleaning activities are performed.</p> <p>3.3 All items in the workplace are identified following the appropriate procedures.</p> <p>3.4 Necessary and unnecessary items are listed using the appropriate format.</p> <p>3.5 Red tag strategy is used for unnecessary items.</p> <p>3.6 Unnecessary items are evaluated and placed in an appropriate place other than the workplace.</p>

	<p>3.7 Necessary items are recorded and quantified using appropriate format.</p> <p>3.8 Performance results are reported using appropriate formats.</p> <p>3.9 Necessary items are regularly checked in the workplace.</p>
4. Set all items in order.	<p>4.1 Plan is prepared to implement set in order activities.</p> <p>4.2 General cleaning activities are performed.</p> <p>4.3 Location/layout, storage and indication methods for items are decided.</p> <p>4.4 Necessary tools and equipment are prepared and used for setting in order activities.</p> <p>4.5 Items are placed in their assigned locations.</p> <p>4.6 After use, the items are immediately returned to their assigned locations.</p> <p>4.7 Performance results are reported using appropriate formats.</p> <p>4.8 Each item is regularly checked in its assigned location and order.</p>
5. Perform shine activities.	<p>5.1 Plan is prepared to implement shine activities.</p> <p>5.2 Necessary tools and equipment are prepared and used for shinning activities.</p> <p>5.3 Shine activity is implemented using appropriate procedures.</p> <p>5.4 Performance results are reported using appropriate formats.</p> <p>5.5 Regular shinning activities are conducted.</p>

Variable	Range
Junior KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 3S • 3MU (Mura, Muri and MUDA) • 4P (Policy, Procedure, People and Plant) • 4M (Material, Method, Man and Machine) • PDCA (Plan, Do, Check and Act)
OHS requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.

	<ul style="list-style-type: none"> • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid and safety shoes
Items	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • tools • jigs/fixtures • materials/components • machine and equipment • manuals • documents • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
The appropriate procedures	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • steps for implementing 3S (sort, set in order and shine) activities. • written, verbal and computer based or in some other format.
Unnecessary items	<p>are not needed for current production or administrative operation and include but not limited to:</p> <ul style="list-style-type: none"> • defective or excess quantities of small parts and inventory • outdated or broken jigs and dies • worn-out bits • outdated or broken tools and inspection gear • old rags and other cleaning supplies • electrical equipment with broken cords • outdated posters, signs, notices and memos <p>some locations where unneeded items tend to accumulate may include but not limited to:</p> <ul style="list-style-type: none"> • in rooms or areas not designated for any particular purpose • in corners next to entrances or exists • along interior and exterior walls • next to partitions and behind pillars

	<ul style="list-style-type: none"> • under the eaves of warehouses • under desks and shelves and in desk and cabinet drawers • near the bottom of tall stacks of items • on unused management and production schedule boards • in tools boxes that are not clearly sorted
Appropriate format	may include but not limited to all items, necessary and unnecessary items.
Red tag	<p>A format prepared with a red color paper or card which is filled and attached temporarily on the unnecessary items until decision is made. The red tag catch people's attention because red is a color that stands out. So to fill and attach red tag on items, asks the following three questions:</p> <ul style="list-style-type: none"> • Is this item needed? • If it is needed, is it needed in this quantity? • If it is needed, does it need to be located here?
Necessary items	Are required in the workplace for current production or administrative operation in the amount needed.
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Shine activity	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Inspection • Cleaning • Minor maintenance may include: <ul style="list-style-type: none"> ➢ Tightening bolts ➢ Lubrication and Replacing missing parts

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss how to organize KPT. • Describe the pillars of 5S. • Implement 3S in own workplace by following appropriate procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Kaizen principle, pillars and concept • Key characteristic of Kaizen • Elements of Kaizen

	<ul style="list-style-type: none"> • Wastes/MUDA • Basics of KPT • Aims, benefits and principles of KPT • Stages of KPT • Structure and role of the components of Junior KPT • Concept and parts of Kaizen board • Concept and benefits of 5S • The pillars of 5S • Three stages of 5S application • Benefits and procedure of sorting activities • The concept and application of Red Tag strategy • OHS procedures • Benefits and procedure of set in order activities • Set in order methods/techniques • Benefits and procedure of shine activities • Inspection methods • Planning and reporting methods • Method of Communication
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Participating actively in KPT • technical drawing • communication skills • planning and reporting own tasks in implementation of 3S • following procedures to implement 3S in own workplace • using sorting formats to identify necessary and unnecessary items • improving workplace layout following work procedures • preparing labels, slogans, etc. • reading and interpreting documents • observing situations • gathering evidence by using different means • recording activities and results using prescribed formats • working with others • solving problems by applying 3S • preparing and using Kaizen board • preparing and using tools and equipment to implement 3S
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

SECTOR: LABOR AFFAIRS AND SERVICES
SUB-SECTOR: SOCIAL SERVICE

Level II

Caregiving [OS](#)

Household Services [OS](#)

Level I

Domestic Help [OS](#)

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This occupational standard was developed on August 2012 Addis Ababa, Ethiopia.

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
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