



Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD  
HOUSEHOLD SERVICES

NTQF Level II



*Ministry of Education  
March 2011*

## 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: Household Services**

**Occupational Code: LSA HHS**

**NTQF Level II**

[LSA HHS2 01 0311](#)

Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen

[LSA HHS2 02 0311](#)

Provide Food and Beverage Service

[LSA HHS2 03 0311](#)

Wash and Iron Clothes, Linen and Fabric

[LSA HHS2 04 0311](#)

Prepare Hot and Cold Meals/Food

[LSA HHS 2 05 0311](#)

Prepare Hot and Cold Meals/Food

[LSA HHS2 06 0311](#)

Manage Own Performance

[LSA HHS2 07 0311](#)

Practice Career Professionalism

[LSA HHS2 08 0311](#)

Practice Occupational Health and Safety Procedures

[LSA HHS2 09 0311](#)

Participate in Workplace Communication

[LSA HHS2 10 0311](#)

Work in Team Environment

[LSA HHS2 11 0216](#)

Develop Business Practice

[LSA HHS2 12 0216](#)

Standardize and Sustain 3S

Occupational Standard: Household Services Level II	
Unit Title	Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen
Unit Code	<a href="#">LSA HHS2 01 0311</a>
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 <b>removal/cleaning equipment, supplies, materials</b>, procedures and techniques are used in accordance with the soil, litter types and established procedures.</p> <p>1.2 All <b>wastes</b> 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 (SOPs).</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>

3. Make up beds and cots	<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>
4. Clean toilet and bathroom	<p>4.1 <b>Ceilings</b> 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>
5. Sanitize rooms	<p>5.1 <b>Sanitizing agents</b> 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>
6. Maintain clean room environment	<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"> <li>• Brooms</li> <li>• Dust pan and brush</li> <li>• Cleaning implements</li> <li>• Floor carpet</li> <li>• Water hoses</li> <li>• Bucket</li> <li>• Dining table</li> <li>• Water pitcher</li> <li>• Table cloth</li> <li>• Flowers</li> <li>• Bed w/bed cover</li> <li>• Spoon and Fork</li> <li>• Knife and Plate</li> <li>• Wine glass</li> <li>• Serving utensils</li> <li>• Table napkin</li> <li>• Flat sheets</li> <li>• Fitted sheet</li> <li>• Cob-webber</li> <li>• Hoses</li> <li>• Paper towel</li> <li>• Flower vase</li> <li>• Drinking water</li> <li>• Serving tray</li> <li>• Cleaning detergent</li> <li>• Scrubbing foam</li> <li>• Pillow and case</li> <li>• Bed mattress</li> <li>• Dish pan</li> <li>• Dish sponge/dish cloth</li> <li>• Pan with hot water</li> <li>• Rolled newspaper</li> <li>• Cleaning rag</li> <li>• Sponges /scourer</li> <li>• Squeegees (various sizes)</li> <li>• 'A" frame ladders</li> <li>• Extension poles</li> <li>• Drop sheets</li> <li>• Wax paper/ aluminum foil</li> <li>• Talcum powder</li> <li>• Bowl cleaner</li> <li>• Toilet disinfectant</li> <li>• Acid cleaner</li> <li>• Soup plate w/bowl</li> <li>• Drinking glass/ goblet and cups</li> <li>• Serving dish</li> <li>• Rubber spatula</li> <li>• Floor mop</li> <li>• Toilet bowl swab</li> <li>• Toilet caddy</li> <li>• Spray bottle</li> <li>• Guess model</li> <li>• Antistatic duster/ cleaning cloth</li> <li>• Vacuum cleaner with circular brush</li> <li>• Glass cleaning equipment</li> </ul>
Wastes	<ul style="list-style-type: none"> <li>• Dust</li> <li>• Paper</li> <li>• Food</li> <li>• Stones and Gravel</li> </ul>

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

### Evidence Guide

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

Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• Cleaning and maintaining rooms (living room, bedroom, bathroom, toilet and kitchen)</li> <li>• Handling and disposing of chemical</li> <li>• Reporting and recording information</li> <li>• Communicating with others</li> <li>• Minimizing waste</li> <li>• Decanting chemicals</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Household Services Level II	
Unit Title	Provide Food and Beverage Service
Unit Code	<a href="#">LSA HHS2 02 0311</a>
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 <b>Dining environment</b> 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 <b>Equipment</b> 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 is 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 <b>Beverage</b> 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	<p>May include but not limited to the following:</p> <ul style="list-style-type: none"> <li>• lighting</li> <li>• room temperature</li> <li>• music</li> <li>• floral and other decorations</li> <li>• privacy</li> <li>• background</li> </ul>		
Equipment may include but not limited to:	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• table cloth/linen</li> <li>• china wares</li> <li>• glassware</li> <li>• silverware</li> <li>• cutlery</li> <li>• wine</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• condiments</li> <li>• chairs</li> <li>• tables</li> <li>• ashtray</li> <li>• toothpicks</li> <li>• cloth/paper napkin</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• table cloth/linen</li> <li>• china wares</li> <li>• glassware</li> <li>• silverware</li> <li>• cutlery</li> <li>• wine</li> </ul>	<ul style="list-style-type: none"> <li>• condiments</li> <li>• chairs</li> <li>• tables</li> <li>• ashtray</li> <li>• toothpicks</li> <li>• cloth/paper napkin</li> </ul>
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Beverage	<ul style="list-style-type: none"> <li>• Juice</li> <li>• Wine &amp; Spirits</li> <li>• Tea</li> <li>• Coffee</li> </ul>		

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

<b>Occupational Standard: Household Services Level II</b>	
<b>Unit Title</b>	<b>Wash and Iron Clothes, Linen and Fabric</b>
<b>Unit Code</b>	<a href="#"><u>LSA HHS2 03 0311</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform home management by providing clean, safe environment.

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

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

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

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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Household Services	
Unit Title	Prepare Hot and Cold Meals/Food
Unit Code	<a href="#">LSA HHS2 04 0311</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes needed in preparing ingredients, cooking, presenting cooked meals and dishes, preparing appetizers, preparing sauces, dressing, garnishes, desserts, salads, sandwiches, storing excess foods and ingredients and converting unconsumed cooked and uncooked food.

Elements	Performance Criteria
1. Prepare ingredients according to the recipes	1.1 <b>Ingredients</b> are purchased in accordance with the purchase list. 1.2 <b>“Mis en place”</b> is checked as per the standard operating procedures. 1.3 <b>Thawing</b> is prepared according to the thawing procedures. 1.4 Meat are prepared according to the procedures and prescribed recipe. 1.5 Vegetables are prepared according to the manner of <b>preparation</b> . 1.6 Seafood is prepared according to method of preparation.
2. Cook meals and dishes according to the recipes	2.1 <b>Soup</b> is cooked as per the menu. 2.2 Vegetable dishes are cooked according to the recipe. 2.3 Meat dishes are cooked according to the culinary methods. 2.4 Poultry and game dishes are cooked according to the recipe. 2.5 Sea food dishes are cooked according to the recipe. 2.6 Egg dishes are cooked according to the client's preference. 2.7 Pasta grain and farinaceous dishes are cooked according to the recipe
3. Present cooked dishes	3.1 Serving portion is standardized. 3.2 Presentation of cooked dishes are developed and corrected in accordance with the standard operating procedures. 3.3 Food quality is maintained and checked as per the standard operating procedures. 3.4 Time and temperature condition of foods is ensured before serving the based on the freezing temperature.



4. Prepare sauces, dressings and garnishes	<p>4.1 Materials, equipment/utensils are prepared prior to preparation of sauces, dressings and garnishes as per the standard operating procedures.</p> <p>4.2 Sauces, garnishes, hot and cold dressing are prepared as per the standard operating procedures.</p>
5. Prepare appetizers	<p>5.1 D'oeuvres is prepared according to the requirement and preference of client.</p> <p>5.2 Canapé's are prepared according to the requirement for preference of client.</p> <p>5.3 Finger foods are prepared according to the requirement or preference of client.</p>
6. Prepare desserts and salads	<p>6.1 Materials, equipment/utensils used for cooking are prepared as per the standard operating procedures.</p> <p>6.1 Sherbets, ices and ice cream are prepared in accordance with the prescribed procedures.</p> <p>6.3 Fruit desserts are prepared as per the prescribed procedures.</p> <p>6.4 Pastry desserts are prepared as per the prescribed procedures.</p> <p>6.5 Mousse is prepared as per the prescribed procedures.</p> <p>6.6 Cold salads and molded salads are prepared as per the prescribed procedures.</p>
7. Prepare sandwiches	<p>7.1 Hot sandwiches are prepared as per the standard operating procedures.</p> <p>7.2 Cold dressings are prepared as per the standard operating procedures.</p> <p>7.3 Hot sauces are prepared as per the SOPs.</p> <p>7.4 Cold sauces are prepared as per the SOPs.</p>
8. Store excess foods and ingredients	<p>8.1 Unconsumed cooked food is stored according to the procedures.</p> <p>8.2 Excess ingredients are stored according to client's the requirement.</p> <p>8.3 Proper method of refrigeration is implemented as per the SOPs.</p> <p>8.4 Proper storing of dry and wet food/ingredients is implemented in accordance with the SOPs.</p>
9. Convert unconsumed cooked food	<p>9.1 Unconsumed cooked food is converted / transformed into new dishes as per SOPs.</p> <p>9.2 Unconsumed cooked food is stored/frozen at a temperature of zero degrees and in accordance with standard operating procedures.</p>

	<p>9.3 Packed/wrapped uncooked foods are frozen at zero degrees F temperature and in accordance with the standard operating procedures.</p> <p>9.4 Packed/wrapped food for storage is prepared as per the standard operating procedures.</p> <p>9.5 Uncooked food is maintained at proper temperature and as per the standard operating procedures.</p>
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Variable	Range
Vegetable ingredient preparation	<ul style="list-style-type: none"> <li>• Skin, Peel, Pare</li> <li>• Chop, Slice, Shred, Cube</li> <li>• Wedge, Grate, Pure</li> <li>• Core, Quarter</li> </ul>
“Mis en Place”	<ul style="list-style-type: none"> <li>• Ingredients</li> <li>• Pans</li> <li>• Utensils</li> <li>• Plates/Serving Pieces</li> </ul>
Thawing	<ul style="list-style-type: none"> <li>• Soaking</li> <li>• Unfreezing</li> </ul>
Vegetable dishes preparation	<ul style="list-style-type: none"> <li>• Boiling, Blanching</li> <li>• Sauteing</li> <li>• Braising</li> <li>• Gratinating</li> <li>• Roasting/Baking</li> <li>• Chop, Slice</li> <li>• Fillet</li> <li>• Mince, Shred</li> <li>• Peel, Dice, Blanch</li> <li>• Marinate, Poach</li> </ul>
Soup preparation	<ul style="list-style-type: none"> <li>• Sauteing</li> <li>• Simmering</li> </ul>
Seafood dishes preparation	<ul style="list-style-type: none"> <li>• Boiling, Steaming</li> <li>• Sauteing</li> <li>• Deep Frying, Pan Frying</li> <li>• Poaching</li> <li>• Grilling</li> <li>• Baking</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to</p> <ul style="list-style-type: none"> <li>• prepare ingredients according to recipes</li> <li>• cook meals and dishes according to recipes</li> <li>• present cooked dishes</li> <li>• prepare appetizers</li> <li>• prepare sauces, dressings and garnishes</li> <li>• prepare desserts and salads</li> </ul>

	<ul style="list-style-type: none"> <li>• prepare sandwiches</li> <li>• store excess foods and ingredients</li> <li>• convert unconsumed cooked and uncooked food</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Food Theory</li> <li>• Materials Specifications and Uses</li> <li>• Tools and Equipment: Uses and Specifications</li> <li>• Codes and Regulations</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Cooking Method</li> <li>• Handling of Kitchen Equipment</li> <li>• Proper Storing</li> <li>• Food Costing and Portioning</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Household Services Level II	
Unit Title	Maintain Effective Relationship with Employer
Unit Code	<a href="#">LSA HHS 2 05 0311</a>
Unit Descriptor	This unit covers the knowledge, skills, attitudes and values required in building and maintaining an effective relationship with employer and the public.

Elements	Performance Criteria
1. Maintain a clean and hygienic environment	1.1 Uniform and personal grooming is maintained to the assignment requirements. 1.2 <b>Personal presence</b> is <b>maintained</b> according to the <b>employer standards</b> . 1.3 Visible work area is kept tidy and uncluttered. 1.4 Equipment is stored according to the assignment requirements.
2. Meet client/customer requirements	2.1 <b>Client requirements</b> are identified and understood by referral to the <b>assignment instructions</b> . 2.2 Client requirements are met according to the assignment instructions. 2.3 Changes to <b>client's needs and requirements</b> are monitored and <b>appropriate action is taken</b> . 2.4 All communication with the client or <b>customer</b> is made clear and complied with the assignment requirements.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance are adhered to. 3.2 Possible causes of client/customer dissatisfaction are identified, dealt with recorded according to the employer policy. 3.3 Client is fully informed of all relevant security matters in a timely manner and according to the agreed reporting procedures.

Variable	Range
Personal presence	May include: <ul style="list-style-type: none"> <li>• Stance</li> <li>• Posture</li> <li>• Body Language</li> <li>• Demeanor</li> <li>• Grooming</li> </ul>
Employer standards	May include: <ul style="list-style-type: none"> <li>• Standing Orders</li> </ul>

Client requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• Assignment Instructions</li> <li>• Post Orders</li> <li>• Scope to modify instructions/orders in light of changed situations</li> </ul>
Assignment instructions	<p>May conveyed in:</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Verbally</li> <li>• Electronically</li> </ul>
Client needs and requirements	<p>May be detected by:</p> <ul style="list-style-type: none"> <li>• Review of the client brief and/or assignment instructions</li> <li>• Discussion with the client/customer</li> </ul>
Appropriate action	<p>May include:</p> <ul style="list-style-type: none"> <li>• Implementing required changes</li> <li>• Referral to appropriate employer personnel</li> <li>• Clarification of client needs and instructions</li> </ul>
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• All members of the public</li> </ul>

### **Evidence Guide**

Critical Aspects of Competence	<p>Assessment requires that the candidate to:</p> <ul style="list-style-type: none"> <li>• maintain a professional image</li> <li>• interpret client/customer requirements from information contained in the client brief and/or assignment instructions</li> <li>• deal successfully with a variety of client/customer interactions</li> <li>• monitor and act on changing client or customer needs</li> <li>• meet client/customer requirements</li> <li>• build credibility with customers/clients</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Uniform and personal grooming requirements of the employer and the client</li> <li>• Occupational health and safety requirement for the assignment</li> <li>• Assignment Instructions</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• Attention to detail when completing client/employer documentation</li> <li>• Interpersonal and communication skills required in client contact assignments</li> <li>• Customer service skills required to meet client/customer needs</li> <li>• Punctuality</li> <li>• Customer Service</li> <li>• Telephone Technique</li> <li>• Problem Solving and Negotiation</li> <li>• Maintaining Records</li> </ul>

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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Household Services Level II	
Unit Title	Manage Own Performance
Unit Code	<a href="#">LSA HHS2 06 0311</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes in effectively managing own workload and quality of work.

Elements	Performance Criteria
1. Plan for the completion of own workload	<p>1.1 <b>Tasks</b> are accurately identified.</p> <p>1.2 Priority is allocated to each task.</p> <p>1.3 Time lines are allocated to each task or series of tasks.</p> <p>1.4 Tasks deadlines are known and complied with whenever possible.</p> <p>1.5 Work schedules are known and completed with agreed time frames.</p> <p>1.6 Work plans are developed according to the assignment requirements and employer policy.</p> <p>1.7 Uncompleted work or tasks detailed and responsibility for completion are passed to incoming shift or other appropriate persons.</p>
2. Maintain the quality of performance	<p>2.1 Personal performance is continually monitored against the agreed <b>performance standards</b>.</p> <p>2.2 Advice and guidance are sought when necessary to achieve or maintain agreed standards.</p> <p>2.3 Guidance from management is applied to achieve or maintain the agreed standards.</p> <p>2.4 Standard of work is clarified and agreed according to the employer policy and procedures.</p>

Variable	Range
Tasks	<ul style="list-style-type: none"> <li>• Daily tasks</li> <li>• Weekly tasks</li> <li>• Regularly or irregularly occurring tasks</li> </ul>
Performance standards	<p>May include:</p> <ul style="list-style-type: none"> <li>• Assignment Instructions</li> <li>• Procedures established in policy documents</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate-</p> <ul style="list-style-type: none"> <li>• plan for completion of own workload</li> <li>• assess verbal or written work plan through observation and discussion of site and employer requirements</li> <li>• demonstrate capacity to complete task within specified time frame</li> <li>• maintain quality of own performance</li> </ul>

Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Site and assignment requirements</li> <li>• Employer policy on performance management</li> <li>• Indicators of appropriate performance for each area of responsibility</li> <li>• Steps for improving or maintaining performance</li> </ul>
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• Capacity to plan and prioritize workloads and requirements</li> <li>• Time and task management</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Household Services Level II	
Unit Title	Practice Career Professionalism
Unit Code	<a href="#">LSA HHS2 07 0311</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

Elements	Performance Criteria
1. Integrate personal objectives with the organizational goals	<p>1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession.</p> <p>1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on the performance <b>evaluation</b>.</p> <p>1.3 Commitment to the organization and its goal is demonstrated in the performance of duties.</p>
2. Set and meet work priorities	<p>2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives.</p> <p>2.2 <b>Resources</b> are utilized efficiently and effectively to manage work priorities and commitments.</p> <p>2.3 Practices along economic use and maintenance of equipment and facilities are followed as per the established procedures.</p>
3. Maintain professional growth and development	<p>3.1 <b>Trainings and career opportunities</b> are identified and availed of based on the job requirements</p> <p>3.2 <b>Recognitions</b> are sought/received and demonstrated as proof of career advancement</p> <p>3.3 <b>Licenses and/or certifications</b> relevant to job and career are obtained and renewed</p>

Variable	Range
Evaluation	<ul style="list-style-type: none"> <li>• Performance Appraisal</li> <li>• Psychological Profile</li> <li>• Aptitude Tests</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Technology</li> <li>• Hardware</li> <li>• Software</li> </ul>
Trainings and career opportunities	<ul style="list-style-type: none"> <li>• In training programs: <ul style="list-style-type: none"> <li>➢ Technical Supervisory</li> <li>➢ Managerial</li> <li>➢ Continuing Education</li> </ul> </li> <li>• Serving as Resource Persons in conferences and workshops</li> </ul>

Recognitions	<ul style="list-style-type: none"> <li>• Recommendations</li> <li>• Citations</li> <li>• Certificate of Appreciations</li> <li>• Commendations</li> <li>• Awards</li> <li>• Tangible and Intangible Rewards</li> </ul>
Licenses and/or certifications	<ul style="list-style-type: none"> <li>• National Certificates</li> <li>• Certificate of Competence</li> <li>• Support Level Licenses</li> <li>• Professional Licenses</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> <li>• attain job targets within key result areas (KRAs)</li> <li>• maintain intra and interpersonal relationship in the course of managing oneself based on performance evaluation</li> <li>• complete trainings and career opportunities which are based on the requirements of the industries</li> <li>• acquire and maintain licenses and/or certifications according to the requirement of the qualification</li> </ul>
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• Work values and ethics (Code of Conduct, Code of Ethics, etc.)</li> <li>• Company policies</li> <li>• Company operations, procedures and standards</li> <li>• Fundamental rights at work including gender sensitivity</li> <li>• Personal hygiene practices</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• Appropriate practice of personal hygiene</li> <li>• Intra and Interpersonal skills</li> <li>• Communication skills</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Household Services Level II	
Unit Title	Practice Occupational Health and Safety Procedures
Unit Code	<a href="#">LSA HHS2 08 0311</a>
Unit Descriptor	This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

Elements	Performance Criteria
1. Identify hazards and risks	<p>1.1 <b>Safety regulations</b>, workplace safety, hazard control practices and procedures are clarified and explained based on the organizational procedures.</p> <p>1.2 <b>Hazards/risks</b> in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with the organizational procedures.</p> <p>1.3 <b>Contingency measures</b> during workplace accidents, fire and other emergencies are recognized and established in accordance with the organizational procedure.</p>
2. Evaluate hazards and risks	<p>2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage is identified based on the Threshold Limit Values (TLV).</p> <p>2.2 Effects of the hazards are determined.</p> <p>2.3 OHS issues and/or concerns and identified safety hazards are reported to the designated personnel in accordance with the workplace requirements and relevant workplace OHS legislation.</p>
3. Control hazards and risks	<p>3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed.</p> <p>3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with the organizational OHS policies.</p> <p>3.3 <b>Personal Protective Equipment (PPE)</b> is correctly used in accordance with the organization OHS procedures and practices.</p> <p>3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with the established organizational protocol.</p>
4. Maintain OHS awareness	<p>4.1 <b>Emergency-related drills and trainings</b> are participated in as per the established organizational guidelines and procedures.</p> <p>4.2 <b>OHS personal records</b> are completed and updated in accordance with the workplace requirements.</p>

<b>Variable</b>	<b>Range</b>
Safety regulations	<p>May include but are not limited to-</p> <ul style="list-style-type: none"> <li>• Environmental protection</li> <li>• building code</li> <li>• national electrical and fire safety codes</li> <li>• waste management statutes and rules</li> <li>• occupational safety and health standards</li> <li>• regulations on safety legal requirements</li> </ul>
Hazards/Risks	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation</li> <li>• Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</li> <li>• Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapors</li> <li>• Ergonomics: <ul style="list-style-type: none"> <li>➤ Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>➤ Physiological factors – monotony, personal relationship, work out cycle</li> </ul> </li> </ul>
Contingency measures	<p>May include but are not limited to:</p> <p>Evacuation Isolation Decontamination (Calling designed) emergency personnel</p>
Personal Protective Equipment (PPE)	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Mask</li> <li>• Gloves</li> <li>• Goggles</li> <li>• Hair Net/cap/bonnet</li> <li>• Face mask/shield</li> <li>• Ear muffs</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> </ul>
Emergency-related drills and training	<ul style="list-style-type: none"> <li>• Fire drill</li> <li>• Earthquake drill</li> <li>• Basic life support/CPR</li> <li>• First aid</li> <li>• Spillage control</li> <li>• Decontamination of chemical and toxic</li> <li>• Disaster preparedness/management</li> </ul>
OHS personal records	<ul style="list-style-type: none"> <li>• Medical/Health records</li> <li>• Incident reports</li> <li>• Accident reports</li> <li>• OHS-related training completed</li> </ul>
Variable	Range

Safety regulations	<p>May include but are not limited to-</p> <ul style="list-style-type: none"> <li>• Environmental protection</li> <li>• building code</li> <li>• national electrical and fire safety codes</li> <li>• waste management statutes and rules</li> <li>• occupational safety and health standards</li> <li>• regulations on safety legal requirements</li> </ul>
Hazards/Risks	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation</li> <li>• Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</li> <li>• Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapors</li> <li>• Ergonomics: <ul style="list-style-type: none"> <li>➢ Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>➢ Physiological factors – monotony, personal relationship, work out cycle</li> </ul> </li> </ul>
Contingency measures	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Isolation</li> <li>• Decontamination</li> <li>• (Calling designed) emergency personnel</li> </ul>
Personal Protective Equipment (PPE)	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Mask</li> <li>• Gloves</li> <li>• Goggles</li> <li>• Hair Net/cap/bonnet</li> <li>• Face mask/shield</li> <li>• Ear muffs</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> </ul>
Emergency-related drills and training	<ul style="list-style-type: none"> <li>• Fire drill</li> <li>• Earthquake drill</li> <li>• Basic life support/CPR</li> <li>• First aid</li> <li>• Spillage control</li> <li>• Decontamination of chemical and toxic</li> <li>• Disaster preparedness/management</li> </ul>
OHS personal records	<ul style="list-style-type: none"> <li>• Medical/Health records</li> <li>• Incident reports</li> <li>• Accident reports</li> <li>• OHS-related training completed</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• Explained clearly established workplace safety and hazard control practices and procedures</li> <li>• Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures</li> <li>• Recognized contingency measures during workplace accidents, fire and other emergencies</li> <li>• Identified terms of maximum tolerable limits based on Threshold Limit Value (TLV).</li> <li>• Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace</li> <li>• Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices</li> <li>• Completed and updated OHS personal records in accordance with workplace requirements</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• OHS procedures and practices and regulations</li> <li>• PPE types and uses</li> <li>• Personal hygiene practices</li> <li>• Hazards/risks identification and control</li> <li>• Threshold Limit Value (TLV)</li> <li>• OHS indicators</li> <li>• Organization safety and health protocol</li> <li>• Safety consciousness</li> <li>• Health consciousness</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Practice of personal hygiene</li> <li>• Hazards/risks identification and control skills</li> <li>• Interpersonal skills</li> <li>• Communication skills</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Household Services Level II	
Unit Title	Participate in Workplace Communication
Unit Code	<a href="#">LSA HHS2 09 0311</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from <b>appropriate sources</b>.</p> <p>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information.</p> <p>1.3 Appropriate <b>medium</b> is used to transfer information and ideas.</p> <p>1.4 Appropriate non- verbal communication is used.</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed.</p> <p>1.6 Defined workplace procedures for the location and <b>storage</b> of information are used.</p> <p>1.7 Personal interaction is carried out clearly and concisely.</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended on time.</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption.</p> <p>2.3 Meeting inputs are made consistent with the meeting purpose and <b>protocols</b> established.</p> <p>2.4 <b>Workplace interactions</b> are conducted in a courteous manner.</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded.</p> <p>2.6 Meetings outcomes are interpreted and implemented.</p>
3. Complete relevant work related documents	<p>3.1 Range of <b>forms</b> relating to conditions of employment is completed accurately and legibly.</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents.</p> <p>3.3 Basic mathematical processes are used for routine calculations.</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon.</p>

	3.5 Reporting requirements to supervisor are completed according to organizational guidelines.
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Variable	Range
Appropriate sources	May include but not limited to: <ul style="list-style-type: none"> <li>• Team members</li> <li>• Suppliers</li> <li>• Trade personnel</li> <li>• Local government</li> <li>• Industry bodies</li> </ul>
Medium	May include but not limited to: <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Circular</li> <li>• Notice</li> <li>• Information discussion</li> <li>• Follow-up or verbal instructions</li> <li>• Face to face communication</li> </ul>
Storage	May include but not limited to: <ul style="list-style-type: none"> <li>• Manual filing system</li> <li>• Computer-based filing system</li> </ul>
Protocols	May include but not limited to: <ul style="list-style-type: none"> <li>• Observing meeting</li> <li>• Compliance with meeting decisions</li> <li>• Obeying meeting instructions</li> </ul>
Workplace interactions	May include but not limited to: <ul style="list-style-type: none"> <li>• Face to face</li> <li>• Telephone</li> <li>• Electronic and two way radio</li> <li>• Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams</li> </ul>
Forms	May include but not limited to: <ul style="list-style-type: none"> <li>• Personnel forms, telephone message forms, safety reports</li> </ul>

Evidence Guide	
Critical Aspects of Competency	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• Prepare written communication following standard format of the organization</li> <li>• Access information using communication equipment</li> <li>• Make use of relevant terms as an aid to transfer information effectively</li> <li>• Convey information effectively adopting the formal or informal communication</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Different modes of communication</li> <li>• Written communication</li> <li>• Organizational policies</li> </ul>



	<ul style="list-style-type: none"> <li>• Communication procedures and systems</li> <li>• Technology relevant to the enterprise and the individual's work responsibilities</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Follow simple spoken language</li> <li>• Perform routine workplace duties following simple written notices</li> <li>• Participate in workplace meetings and discussions</li> <li>• Complete work related documents</li> <li>• Estimate, calculate and record routine workplace measures</li> <li>• Do basic mathematical processes of addition, subtraction, division and multiplication</li> <li>• relate to people of social range in the workplace</li> <li>• Gather and provide information in response to workplace Requirements</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Household Services Level II	
Unit Title	Work in Team Environment
Unit Code	<a href="#">LSA HHS2 10 0311</a>
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The <b>role and objective of the team</b> are identified from available <b>sources of information</b>.</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified.</p> <p>2.2 Roles and responsibility of other team members are identified and recognized.</p> <p>2.3 Reporting relationships within team and external to team are identified.</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives.</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and <b>workplace context</b>.</p> <p>3.3 Protocols are observed in reporting using standard operating procedures.</p> <p>3.4 Contribution is made to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Work activities in a team environment with enterprise or specific sector</li> <li>• Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment</li> </ul>
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Standard operating and/or other workplace procedures</li> <li>• Job procedures</li> <li>• Machine/equipment manufacturer's specifications and instructions</li> <li>• Organizational or external personnel</li> </ul>

	<ul style="list-style-type: none"> <li>• Client/supplier instructions</li> <li>• Quality standards</li> <li>• OHS and environmental standards</li> </ul>
Workplace context	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Work procedures and practices</li> <li>• Conditions of work environments</li> <li>• Legislation and industrial agreements</li> <li>• Standard work practice including the storage, safe handling and disposal of chemicals</li> <li>• Safety, environmental, housekeeping and quality guidelines</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Operate in a team to complete workplace activity</li> <li>• Work effectively with others</li> <li>• Convey information in written or oral form</li> <li>• Select and use appropriate workplace language</li> <li>• Follow designated work plan for the job</li> <li>• Report outcomes</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Communication process</li> <li>• Team structure</li> <li>• Team roles</li> <li>• Group planning and decision making</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Communicate appropriately, consistent with the culture of the workplace</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Household Services Level II	
Unit Title	Develop Business Practice
Unit Code	<a href="#">LSA HHS2 11 0216</a>
Unit Descriptor	This unit covers knowledge, skills and attitude required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced, customer handling, developing and maintaining business relationships.

Elements	Performance Criteria
1. Identify business opportunities and business skills	<p>1.1 The concept of paradigm shift and means of divergent thinking are elaborated and strategies to look beyond the boundaries are discussed.</p> <p>1.2 <b>Unusual business opportunities</b> are identified.</p> <p>1.3 Feasibility on <b>business skills and personal attributes</b> is assessed and matched against those perceived as necessary for a particular business opportunity.</p> <p>1.4 New behavior on how problems can be the pivotal source of business opportunity is elaborated and experience taken.</p> <p>1.5 Assistance sought with feasibility study of <b>specialist and relevant parties</b> is discussed, as required.</p> <p>1.6 Impact of emerging or changing technology, including e-commerce, on business operations is evaluated.</p> <p>1.7 Practicability of business opportunity is assessed in line with perceived <b>business risks</b>, returns sought, personal preferences and resources available.</p> <p>1.8 Business plan is revised in accordance with the identified opportunities.</p>
2. Plan for the establishment of business operation	<p>2.1 Organizational structure and operations are determined and documented.</p> <p>2.2 Procedures are developed and documented to guide operations.</p> <p>2.3 Financial backing is secured for business operation.</p> <p>2.4 Business legal and regulatory requirements are identified and compiled.</p> <p>2.5 <b>Human and physical resources</b> required to commence business operation are determined.</p> <p>2.6 Recruitment and procurement strategies are developed.</p>

<p>3. Implement Business Development Plan</p>	<p>3.1 Physical and human resources are obtained to implement business operation.</p> <p>3.2 <b>Operational unit</b> is established to support and coordinate business operation.</p> <p>3.3 Simulations on the development plan are well discussed and understood.</p> <p>3.4 Implementation manual is discussed and understood.</p> <p>3.5 Marketing the business operation is undertaken.</p> <p>3.6 Monitoring process is developed and implemented for managing operation.</p> <p>3.7 <b>Legal documents</b> are carefully maintained and relevant records kept and updated to ensure validity and accessibility.</p> <p>3.8 Contractual procurement rights for goods and services including <b>contracts with relevant people</b> are negotiated and secured as required in accordance with the business plan.</p> <p>3.9 Options for leasing/ownership of business premises are identified and contractual arrangements completed in accordance with the business plan.</p>		
<p>4. Review implementation process and take corrective measures</p>	<p>4.1 Review process is developed and implemented for implementation of business operation.</p> <p>4.2 Improvements in business operation and associated management process are identified.</p> <p>4.3 Identified improvements are implemented and monitored for effectiveness.</p>		
<p>5. Establish contact with customers and clarify needs of customer</p>	<p>5.1 Persuasion strategies are developed and discussed.</p> <p>5.2 Welcoming customer environment is maintained and Customer is greeted warmly according to enterprise policies and procedures.</p> <p>5.3 Information is provided to satisfy customer needs.</p> <p>5.4 Information on customers and service history is gathered for analysis.</p> <p>5.5 Customer data is maintained to ensure database relevance and currency.</p> <p>5.6 Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>5.7 Customer details are documented clearly and accurately in required format.</p> <p>5.8 Negotiations are conducted in a business-like and professional manner.</p>		
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	<p>5.9 Benefits for all parties are maximized in the <b><i>negotiation through use of established techniques</i></b> and in the context of establishing long term relationships.</p> <p>5.10 The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.</p> <p>5.11 <b><i>Opportunities to maintain regular contact</i></b> with customers are identified and taken-up.</p>
6. Develop and Maintain Business Relationship	<p>6.1 Features and benefits of products/services provided by the enterprise are described/ recommended to meet customer needs.</p> <p>6.2 Alternative sources of information/advice are discussed with the customer.</p> <p>6.3 Information needed is pro-actively sought, reviewed and acted upon to maintain sound business relationships.</p> <p>6.4 Agreements are honored within the scope of individual responsibility.</p> <p>6.5 Adjustments to agreements are made in consultation with the customer and information shared with appropriate colleagues.</p> <p>6.6 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

Variable	Range
Unusual Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Public holidays</li> <li>• Ceremonies</li> <li>• Natural disaster</li> <li>• Campaigns</li> </ul>
Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Expected financial viability</li> <li>• Skills of operator</li> <li>• Amount and types of finance available</li> <li>• Returns expected or required by owners</li> <li>• Likely return on investment</li> <li>• finance required</li> <li>• Lifestyle issues</li> </ul>
Business skills and personal attributes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Technical and/ or specialist skills</li> <li>• Managerial skills</li> <li>• Entrepreneurial skills</li> <li>• Taking calculated risk skills</li> <li>• Willingness to take calculated risks</li> <li>• Willingness to work under pressure</li> </ul>

Specialist and relevant parties	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Chamber of commerce</li> <li>• Financial planners and financial institution representatives, business planning specialists and marketing specialists</li> <li>• Accountants</li> <li>• Lawyers and providers of legal advice</li> <li>• Government agencies</li> <li>• Industry/trade associations</li> <li>• Online gateways</li> <li>• Business brokers/business consultants</li> </ul>
Business risks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Occupational health and safety</li> <li>• Environmental risks</li> <li>• Relevant legislative requirements</li> <li>• Security of investment</li> <li>• Market competition</li> <li>• Security of premises/location</li> <li>• Supply and demand</li> <li>• Resources available</li> </ul>
Human and physical resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Software and hardware</li> <li>• Office premises and equipment</li> <li>• Communications equipment</li> <li>• Specialist services through outsourcing, contracting and consultancy</li> <li>• Staff</li> <li>• Vehicles</li> </ul>
Operational unit	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• different departments, sections, teams, divisions, etc. staffed with required personnel and equipped to service and support business</li> </ul>
Legal documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Partnership agreements, constitution documents, statutory books for companies (register of members, register of directors and minute books), certificate of Incorporation, franchise agreements and financial documentation, appropriate software for financial records</li> <li>• Occupational Health Safety (OHS)</li> <li>• Recordkeeping including personnel, financial, taxation, and environmental</li> </ul>
Contracts with relevant people	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• business owners, suppliers, employees, agents, land owners, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship</li> </ul>
Negotiation techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Identification of goals, limits</li> </ul>

	<ul style="list-style-type: none"> <li>• Clarification of needs of all parties</li> <li>• Listening and questioning</li> <li>• Non-verbal communication techniques</li> <li>• Appropriate language and situation</li> <li>• Bargaining</li> <li>• Developing options</li> <li>• Appropriate cultural behavior</li> <li>• Confirming agreements</li> </ul>
Opportunities to maintain regular contact	<p>to maintain regular contact with customers may include:</p> <ul style="list-style-type: none"> <li>• Informal social occasions</li> <li>• Ceremonies</li> <li>• Exhibitions</li> <li>• Industry functions</li> <li>• Association membership</li> <li>• Co-operative promotions</li> <li>• Program of regular telephone contact</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates knowledge and skills in:</p> <ul style="list-style-type: none"> <li>• that a business operation has been planned and implemented from initial research of feasibility of the business and completion of the plan, through implementing the plan and commencing operations</li> <li>• the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available</li> <li>• treating customers in a courteous and professional manner</li> <li>• building and maintaining relationships to achieve successful business outcomes</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Paradigm shift</li> <li>• Unusual business opportunities</li> <li>• Feasibility study</li> <li>• Business structure</li> <li>• Federal and regional government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), Equal Employment Opportunity (EEO), industrial relations and anti-discrimination</li> <li>• Procurement and recruitment strategy</li> <li>• Operational unit</li> <li>• Monitoring process</li> <li>• Business systems and operations</li> <li>• Relevant marketing, management, sales and financial concepts</li> <li>• Options for financing</li> </ul>



	<ul style="list-style-type: none"> <li>• Business premises and ownership</li> <li>• Lease</li> <li>• Methods for researching business opportunities</li> <li>• Methods of identifying relevant specialist services to complement the business</li> <li>• Advertising and promotion</li> <li>• Distribution and logistics</li> <li>• Terms and conditions in contractual agreement</li> <li>• Record keeping duties</li> <li>• Operational factors relating to the business (provision of professional services, products)</li> <li>• Customer need assessment and source of information</li> <li>• Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> <li>➤ customer service</li> <li>➤ dealing with difficult customers</li> <li>➤ maintenance of customer databases</li> <li>➤ allocated duties/responsibilities</li> <li>➤ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections</li> </ul> </li> <li>• Basic operational knowledge of industry/workplace codes of practice in relation to customer service</li> <li>• negotiation and communication techniques appropriate to negotiations that may be of significant commercial value</li> </ul>		
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Hunting and exploiting unusual business opportunities</li> <li>• Interpreting legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• Conducting feasibility study</li> <li>• Developing new behavior</li> <li>• Using technology</li> <li>• Marketing skills</li> <li>• Business planning skills</li> <li>• Entrepreneurial skills</li> <li>• Time management skills</li> <li>• Customer handling skills</li> <li>• Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• Technical and analytical skills to interpret business documents, reports and financial statements and projections</li> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• Problem solving skills to develop contingency plans</li> <li>• Using computers and software packages to record and manage data and to produce reports</li> <li>• Interpreting business information, numeracy skills for data analysis to aid research</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Negotiation to conduct business activities</li> <li>• Research to identify a business opportunity and to conduct a feasibility study</li> <li>• Analytical skills to assess personal attributes and to identify business risks</li> <li>• Observation skills for identifying appropriate people, resources and to monitor work</li> <li>• Persuasion and networking skills</li> <li>• Welcoming customers</li> <li>• Information seeking skills to collect, organize and understand information related to collating and analyzing customer information to identify needs</li> <li>• Establish diagnostic processes which identify and recommend improvements to customer service</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Household Services Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	<a href="#">LSA HHS2 12 0216</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 <b>Safety equipment and tools</b> are identified and checked for safe and effective operation.</p> <p>1.5 <b>Tools and equipment</b> are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 <b>Tools and techniques</b> to standardize 3S are prepared and implemented based on <b>relevant procedures</b>.</p> <p>2.3 Checklists are followed for standardize activities and <b>reported to relevant personnel</b>.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 <b>Tools and techniques</b> to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p> <p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p>

	<p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p> <p>3.7 Checklists are followed to sustain activities and report to relevant personnel.</p> <p>3.8 Problems are avoided by sustaining activities.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Are to be in accordance with 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.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• 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.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• paint</li> <li>• hook</li> <li>• sticker</li> <li>• signboard</li> <li>• nails</li> <li>• shelves</li> <li>• chip wood</li> <li>• sponge</li> <li>• broom</li> <li>• pencil</li> <li>• shadow board/ tools board</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S Job Cycle Charts</li> <li>• Visual 5S</li> <li>• The Five Minute 5S</li> </ul>

	<ul style="list-style-type: none"> <li>• Standardization level checklist</li> <li>• 5S checklist</li> <li>• The five Whys and one How approach(5W1H)</li> <li>• Suspension</li> <li>• Incorporation</li> <li>• Use Elimination</li> </ul>
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Assign 3S responsibilities</li> <li>• Integrate 3S duties into regular work duties</li> <li>• Check on 3S maintenance level</li> <li>• OHS measures such as signage, symbols / coding and labeling of workplace and equipment</li> <li>• Creating conditions to sustain your plans</li> <li>• Roles in implementation</li> </ul>
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• verbal responses</li> <li>• data entry into enterprise database</li> <li>• brief written reports using enterprise report formats</li> </ul>
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• supervisors, managers and quality managers</li> <li>• administrative, laboratory and production personnel</li> <li>• internal/external contractors, customers and suppliers</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S slogans</li> <li>• 5S posters</li> <li>• 5S photo exhibits and storyboards</li> <li>• 5S newsletter</li> <li>• 5S maps</li> <li>• 5S pocket manuals</li> <li>• 5S department/benchmarking tours</li> <li>• 5S months</li> <li>• 5S audit</li> <li>• Awarding system</li> <li>• Big cleaning day</li> <li>• Patrolling system may include: <ul style="list-style-type: none"> <li>➢ Top management Patrol</li> <li>➢ 5S Committee members and Promotion office Patrol</li> <li>➢ Mutual patrol</li> <li>➢ Self-patrol</li> <li>➢ Checklist patrol</li> <li>➢ Camera patrol</li> </ul> </li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Discuss the relationship between Kaizen elements.</li> <li>• Standardize and sustain 3S activities by applying appropriate tools and techniques.</li> </ul>
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Elements of Kaizen</li> <li>• Ways to improve Kaizen elements</li> <li>• Benefits of improving kaizen elements</li> <li>• Relationship between Kaizen elements</li> <li>• The fourth pillar of 5S</li> <li>• Benefits of standardizing and sustaining 3S</li> <li>• Procedures for standardizing and sustaining 3S activities</li> <li>• Tools and techniques to sustain 3S</li> <li>• Relevant Occupational Health and Safety (OHS) and environment requirements</li> <li>• Plan and report</li> <li>• Method of communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• improving Kaizen elements by applying 5S</li> <li>• standardizing and sustaining procedures and techniques to avoid problems</li> <li>• technical drawing</li> <li>• procedures to standardizing 3S activities</li> <li>• analyzing and preparing shop layout of the workplace</li> <li>• standardizing and sustaining checklists</li> <li>• preparing and implementing tools and techniques to sustain 3S</li> <li>• working with others</li> <li>• reading and interpreting documents</li> <li>• observing situations</li> <li>• solving problems by applying 5S</li> <li>• communication skills</li> <li>• preparing labels, slogans, etc.</li> <li>• gathering evidence by using different means</li> <li>• using Kaizen board properly in accordance the procedure</li> <li>• reporting activities and results using report formats</li> </ul>
Resources Implication	<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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

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

**Level II**

Caregiving [OS](#)

Household Services [OS](#)

**Level I**

Domestic Help [OS](#)

## Acknowledgement

We wish to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development of this occupational standard.

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This occupational standard was developed on March 2011 Addis Ababa, Ethiopia.

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### COMMENT TEMPLATE

<b>The Federal TVET Agency values your feedback of the document.</b>
If you would like someone to personally contact you, please provide the following information:
Name:
Region:
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Email:
Contact preference: <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
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Thank you for your time and consideration to complete this. For additional comments, please contact us on:

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