

TABLE OF CONTENTS

PART1	BASICCONTENT	3
1.	INTRODUCTION TO BRUNEI DARUSSALAM NATIONAL OCCUPATIONAL SKILLS STANDARDS (BNOSS).....	3
2.	BENEFITS OF BNOSS.....	3
3.	ROOM ATTENDANT LEVEL 1	4
4.	ENTRY REQUIREMENTS.....	4
5.	COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION.....	4
6.	AWARD OF CERTIFICATE	5
PART2	COMPETENCESTANDARDS.....	1
1.	COMPETENCY PROFILE CHART (CPC).....	1
1.1	Generic.....	<i>Error! Bookmark not defined.</i>
1.2	Specialised.....	<i>Error! Bookmark not defined.</i>
2.	COMPETENCY STANDARDS.....	<i>Error! Bookmark not defined.</i>
2.1	Generic.....	<i>Error! Bookmark not defined.</i>
2.2	Specialised.....	<i>Error! Bookmark not defined.</i>
PART 3	TRAINING STANDARDS.....	27
1.	CURRICULUM DESIGN.....	27
2.	TRAINING DELIVERY	27
2.1.	CLASS SIZE (RATIO: TRAINER VS TRAINEES).....	27
2.2.	COURSE CONTENT.....	27
2.3.	EVALUATION	27
2.4.	ASSESSMENT	27
3.	TRAINING HOURS.....	28
4.	TRAINERS QUALIFICATION.....	28
5.	ASSESSORS QUALIFICATION	28
6.	TOOLS, EQUIPMENT AND CONSUMABLES (MATERIALS)	28
7.	PERSONAL PROTECTIVE EQUIPMENT (PPE).....	29
8.	TRAINING FACILITIES.....	29
PART 4	GLOSSARY	31
PART 5	ACKNOWLEDGEMENTS.....	33

1. INTRODUCTION TO BRUNEI DARUSSALAM NATIONAL OCCUPATIONAL SKILLS STANDARDS (BNOSS)

Brunei Darussalam National Occupational Skills Standards (BNOSS) is a document that underlines and specifies competencies needed by a skilled worker who is gainfully employed for an occupational area and level, and pathway to achieve the competencies.

A group of expert panels consisting of industrial experts and practitioners of a particular occupational sector need to be identified in developing the standard. With the involvement of these experts in the development of the BNOSS document, measurable benchmarks of skills and performance in the related area can be established in relation to the expectation of employers and the current requirements of the industry. These standards shall be aligned to the Brunei Darussalam Qualifications Framework (BDQF).

BNOSS is a set of standards of performance that an individual is required to achieve when carrying out effectively functions of a particular job. It is used as a reference for the industry, career path of a skilled worker, training purposes and benchmarks for best practices.

2. BENEFITS OF BNOSS

To the employers

- Able to describe the Job description and determine the salary.
- Employers can use the skills standards to establish personnel qualification requirements.
- Assess employee skill levels based on industry standard.
- Match employee skills to the work needed.
- Training gap analysis.
- To advertise job requirement to standards specification.

To the employees

- Able to understand employers expectation of workers competencies in terms of knowledge, skills and attitude towards the specific job scope.
- Able to determine the skills and abilities needed for advancement or transfer industries and determine the right credential needed to upgrade skills.
- Can use BNOSS as guideline to identify the career development pathway in order to succeed in their occupation.

To the training organisations

- BNOSS as a guideline for training organisations to develop their own curriculum.
- Able to develop assessment mechanism and specifications to assess trainees competencies.
- Able to build a cohesive relationship though a like-minded expectation of trainee's competencies and work readiness.

- Enhances the ability and confidence to train consistent with the industry’s current expectations and needs.
- Develop new and evaluate existing curriculum and programs based on industry needs.

3. ROOM ATTENDANT LEVEL 1

The role of a receptionist is designed to reflect the role of individuals who perform mainly routine guest service tasks of Housekeeping and work under direct supervision.

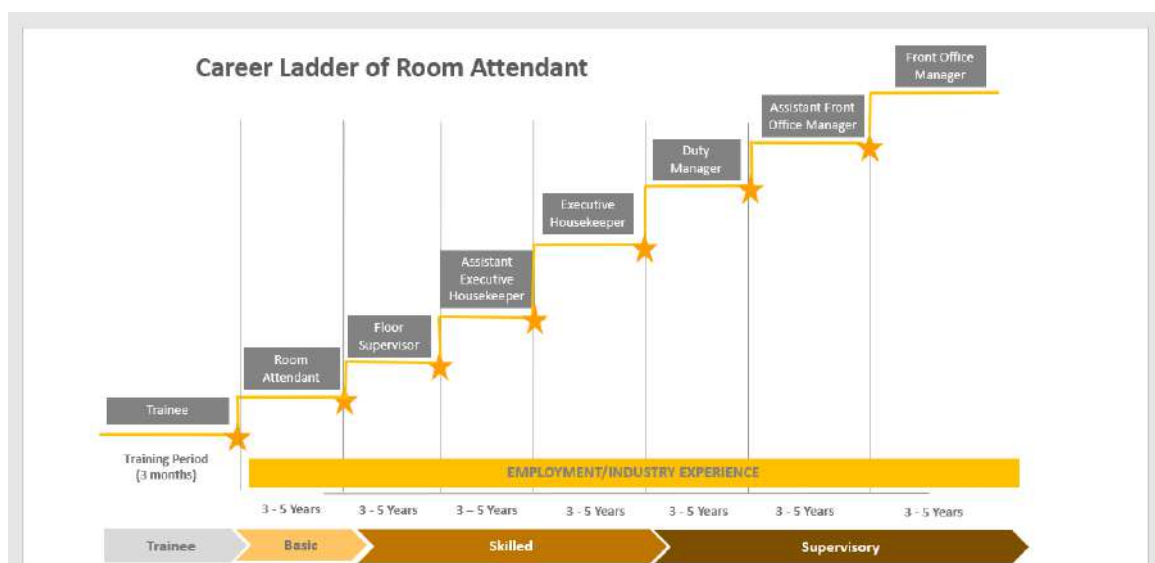
4. ENTRY REQUIREMENTS

The specific of the qualifications are not limited to the list provided:

- Minimum age of 18 years old;
- Basic reading, writing and counting;
- Able to communicate in Bahasa Melayu and basic English;
- Declaration of any disabilities.

5. COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION

SECTOR	Hospitality & Tourism
SUB-SECTOR	Hotel Housekeeping
OCCUPATION	Room Attendant
LEVEL 5	TBA
LEVEL 4	TBA
LEVEL 3	TBA
LEVEL 2	TBA
LEVEL 1	Room Attendant



6. AWARD OF CERTIFICATE

This section will guide the process of awarding certificate for every training course conducted by an approved training organisation to ensure the consistency. The guidelines are as follows:

6.1 Certificate of Competence

In order to award Certificate of Competence by an awarding body, Statement of Competence need to be issued by the training organisation after the completion of the course.

The statement of competence should include the following but is not limited to:

- Training organisation's name;
- Course title or competency assessment title;
- Candidate's name;
- Assessment date(s) and training date(s);
- Expiry date;
- Unique Certificate Number;
- Instructor's/Trainer's Name and Signature;
- Assessor's Name and Signature and
- Optional but not required
 - Training Organisation's managing director Name and Signature.

Training organisations are encouraged to inform all concerned including employers and candidates that such Certificates shall not be used as reference of a person's competency or aptitude.

Each certificate awarded to a successful candidate must indicate that the candidate has been assessed and has met the required Learning Outcomes.

1. COMPETENCY PROFILE CHART (CPC)

Unit of Competency Category	Competence Unit Code	Competence Unit Title
Generic	HT-GEN-01-01	Work Effectively with Colleagues and Customers
	HT-GEN-01-06	Work in Socially Diverse Environment
	HT-GEN-01-02	Comply with Workplace Hygiene Procedures
	HT-GEN-01-08	Maintain Hospitality Industry Knowledge
	HT-GEN-01-09	Communicate Effectively on the Telephone
	HT-GEN-01-11	Perform Basic Clerical Procedures
	HT-GEN-01-12	Use Common Business Tools and Technology
	HT-GEN-01-10	Promote Hospitality Products and Services
	HT-GEN-01-15	Manage and Resolve Conflict Situations
	HT-GEN-01-03	Speak English at a Basic Operational Level
	HT-GEN-01-14	Develop and Update Local Knowledge
Specialised	HT-ROA-SPE-01-01	Provide Housekeeping Services to Guests
	HT-ROA-SPE-01-02	Clean and Prepare Rooms for In-Coming Guests
	HT-ROA-SPE-01-03	Provide a Lost and Found Facility

**It is mandatory to include Melayu Islam Beraja and Islamic Religious Knowledge/Islamic Value in Customer Service*

1.1 Generic

DUTY: 1. Work Effectively with colleagues and customers

Skill Areas/ Competence	Competence Elements
1.1 COMMUNICATE EFFECTIVELY	1.1.1 Relay information in a clear and concise manner
	1.1.2 Use language and tone appropriate to a particular audience
	1.1.3 Use active listening and questioning
	1.1.4 Identify potential and existing conflicts and seek solutions
	1.1.5 Complete routine workplace documentation accurately in a timely manner
1.2 ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH COLLEAGUES AND CUSTOMERS	1.2.1 Meet both internal and external customers' needs and expectations
	1.2.2 Assists to resolve workplace conflicts
	1.2.3 Use formal and informal feedback to identify and implement improvements
	1.2.4 Handle complaints positively, sensitively and politely in consultation
	1.2.5 Maintain a positive and co-operative manner
	1.2.6 Use non-discriminatory attitudes and language
1.3 WORK IN A TEAM	1.3.1 Request or provide assistance
	1.3.2 Provide support to colleagues
	1.3.3 Discuss and resolve problems through agrees and/or accepted processes
	1.3.4 Recognise and accommodate cultural differences
	1.3.5 Identify, prioritise and complete individual task
	1.3.6 Complete routine workplace documentation

DUTY:2. Work in A Socially Diverse Environment

Skill Areas/ Competence	Competence Elements
2.1 COMMUNICATE WITH CUSTOMERS AND COLLEAGUES FROM DIVERSE BACKGROUNDS	2.1.1 Value customers and colleagues
	2.1.2 Take into consideration cultural differences
	2.1.3 Attempt to overcome language barriers
	2.1.4 Obtain assistance from colleagues
2.2 DEAL WITH CROSS CULTURAL MISUNDERSTANDINGS	2.2.1 Identify issues
	2.2.2 Address difficulties with the appropriate people

	2.2.3 Consider possible cultural differences when difficulties
	2.2.4 Make efforts to resolve misunderstandings
	2.2.5 Refer issues and problems to the appropriate team leader/ supervisor

DUTY: 3. Comply with Workplace Hygiene Procedures

Skill Areas/ Competence	Competence Elements
3.1 FOLLOW HYGIENE PROCEDURES	3.1.1 Recognise and Follow enterprise standards and legislated requirements that apply to relevant workplace hygiene procedures
	3.1.2 Recognise and Follow workplace hygiene procedures
	3.1.3 Receive, handle and store all food items according to enterprise standards and legislated requirements
	3.1.4 Clean food-related items, utensils and areas in compliance
3.2 IDENTIFY AND PREVENT HYGIENE RISKS	3.2.1 Identify potential food, personal, environmental and other risk
	3.2.2 Take action to minimise or remove the risk of food contamination
	3.2.3 Handle and dispose of food waste and rubbish
3.3 MAINTAIN SAFE PERSONAL FOOD HANDLING AND PERSONAL PRESENTATION STANDARDS	3.3.1 Recognise and Follow enterprise standards and legislated requirements that apply personal practices and presentation

DUTY:4. Maintain Hospitality Industry Knowledge

Skill Areas/ Competence	Competence Elements
4.1 SEEK INFORMATION ON THE HOSPITALITY INDUSTRY	4.1.1 Identify and access sources of information on the hotel and travel industries
	4.1.2 Obtain information on the hotel and travel industries
	4.1.3 Access and update specific information on relevant sector(s) of work
	4.1.4 Use knowledge of the hotel and travel industries in the correct context
	4.1.5 Use information on other industries to enhance quality of work performance
4.2 UPDATE HOSPITALITY INDUSTRY KNOWLEDGE	4.2.1 Identify and use a range of opportunities to update general knowledge of the hotel and travel industries
	4.2.2 Share updated knowledge with customers and colleagues

DUTY: 5. Communicate Effectively on the Telephone

Skill Areas/ Competence	Competence Elements
5.1 RESPOND TO	5.1.1 Answer calls promptly, in an appropriate manner

INCOMING TELEPHONE CALLS	5.1.2 Offer friendly assistance to the caller, and accurately establish the purpose of the call
	5.1.3 Repeat call details to the caller
	5.1.4 Answer caller enquiries promptly, or transfer caller to the appropriate location/person
	5.1.5 Record caller requests accurately and pass on to the appropriate department/person for follow-up
	5.1.6 Relay messages accurately to the nominated person within designated timelines
	5.1.7 Report threatening or suspicious phone calls promptly to the appropriate person
	5.1.8 Use language, tone and volume appropriate to phone calls
	5.2 MAKE TELEPHONE CALLS
5.2.2 Establish clearly the purpose of the call prior to calling	
5.2.3 Use telephone equipment correctly in order to establish contact	
5.2.4 Communicate clearly your name, company and reason for calling	
5.2.5 Be polite and courteous at all times	

DUTY: 6. Perform basic clerical procedures

Skill Areas/ Competence	Competence Elements
6.1 PROCESS OFFICE DOCUMENTS	6.1.1 Process documents with appropriate office equipment
	6.1.2 Identify and rectify and/or report malfunctions promptly
	6.1.3 Use office equipment to process documents
6.2 DRAFT CORRESPONDENCE	6.2.1 Write text using clear and concise language
	6.2.2 Text is without spelling, punctuation and/or grammatical errors
	6.2.3 Check information for accuracy prior to sending
6.3 MAINTAIN DOCUMENT SYSTEMS	6.3.1 File/store documents
	6.3.2 Modify and/or update records management systems

DUTY: 7. Use common business tools and technology

Skill Areas/ Competence	Competence Elements
7.1 USE COMMON BUSINESS TOOLS	7.1.1 Identify and access business tools required
	7.1.2 Use business tools efficiently and effectively
	7.1.3 Store business tools in accordance with enterprise procedures and to reduce theft and fraudulent activity
7.2 SELECT AND USE COMMON BUSINESS TECHNOLOGY	7.2.1 Select appropriate business technology and/or software applications
	7.2.2 Use technology in a way which promotes a safe work environment

DUTY: 8. Promote hospitality products and services

Skill Areas/ Competence	Competence Elements
8.1 DEVELOP PRODUCT AND SERVICE KNOWLEDGE	8.1.1 Identify opportunities to sell and promote other product
	8.1.2 Describe the benefits of staff having high levels of product and service knowledge

	8.1.3 Apply formal and informal research techniques to gain product and service knowledge
	8.1.4 Seek customer feedback to supplement product and service knowledge
	8.1.5 Share product and service knowledge
8.2 PROMOTE PRODUCTS AND SERVICES	8.2.1 Verbally promote products and/or services to customers
	8.2.2 Demonstrate products and/or services to customers

DUTY: 9. Manage and resolve conflict situations

Skill Areas/ Competence	Competence Elements
9.1 RESPOND TO COMPLAINTS	9.1.1 Record guest complaints in accordance with enterprise standards
	9.1.2 Report complaints to the Supervisor/Manager for them to take appropriate actions and resolve complaints
9.2 IDENTIFY AND MANAGE CONFLICT SITUATIONS	9.2.1 Identify potential for conflict quickly and take appropriate action
	9.2.2 Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance

DUTY: 10. Speak English at a basic operational level

Skill Areas/ Competence	Competence Elements
10.1 PARTICIPATE IN SIMPLE CONVERSATIONS ON FAMILIAR TOPICS WITH WORK COLLEAGUES	10.1.1 Use and respond appropriately to opening comments
	10.1.2 Comment on familiar topics
	10.1.3 Talk about a past event
	10.1.4 Use closing remarks appropriately
10.2 RESPOND TO SIMPLE VERBAL INSTRUCTIONS OR REQUESTS	10.2.1 Confirm understanding of supervisor's instructions or requests
	10.2.2 Request repetition or clarification of instructions or requests
10.3 MAKE SIMPLE REQUESTS	10.3.1 Use polite forms to make simple requests
	10.3.2 Thank the person responding to request
	10.3.3 Acknowledge the person who cannot respond to request
10.4 DESCRIBE ROUTINE PROCEDURES	10.4.1 Explain a sequence of events
	10.4.2 Describe exceptions
	10.4.3 Make suggestions on how to improve
10.5 EXPRESS LIKES, DISLIKES AND PREFERENCES	10.5.1 Talk about likes and dislikes of familiar topics and situations
	10.5.2 Discuss preferences and give reasons
10.6 IDENTIFY DIFFERENT FORMS OF EXPRESSION IN ENGLISH	10.6.1 Construct a formal sentence
	10.6.2 Identify indicators of informal expressions in English
	10.6.3 Differentiate between 'open-ended' and 'closed' questions

DUTY: 11. Develop and update local knowledge

Skill Areas/ Competence	Competence Elements
11.1 DEVELOP LOCAL KNOWLEDGE	11.1.1 Identify and access sources for information on the local area, correctly
	11.1.2 Identify and obtain information to assist queries on local/national tourism industry, correctly
	11.1.3 Identify and obtain information to assist queries on local/national tourism industry, correctly
	11.1.4 Share information with colleagues
11.2 UPDATE LOCAL KNOWLEDGE	11.2.1 Use informal and/or formal research
	11.2.2 Share updated knowledge into day to day working activities
11.3 MAINTAIN CONTACT WITH LOCAL COMMUNITIES	11.3.1 Provide accurate local tourism information
	11.3.2 Use local knowledge to promote tourism products and services
	11.3.3 Make customers aware of possible extras, add-ons and further benefits
	11.3.4 Report queries and results to designated person within enterprise for follow-up purpose

1.2 Specialised

DUTY: 1. Provide housekeeping services to guests

Skill Areas/ Competence	Competence Elements
1.1 RECEIVE HOUSEKEEPING REQUESTS	1.1.1 Accept housekeeping requests from guests
	1.1.2 Accept housekeeping requests from staff
	1.1.3 Record housekeeping requests
	1.1.4 Advise on time for provision/ delivery of identified service or items to guest room
1.2 SERVICE HOUSEKEEPING REQUESTS	1.2.1 Liaise with other staff to obtain and/or deliver identified service or items
	1.2.2 Locate and deliver required items to guest room
	1.2.3 Set up equipment in guest rooms
	1.2.4 Remove items from guest rooms as required
1.3 PROVIDE ADVICE TO GUESTS	1.3.1 Advise guests on services and items available
	1.3.2 Advise guests on the use of items delivered to guest room
	1.3.3 Demonstrate the use of items delivered to guest room
	1.3.4 Liaise with other staff and departments to provide supplementary advice
1.4 LIAISE WITH OTHER DEPARTMENT	1.4.1 Report malfunctions
	4.4.2 Advise management of dangerous or suspicious circumstances
	1.4.3 Participate in planning

DUTY: 2. Clean and prepare rooms for in-coming guests

Skill Areas/ Competence	Competence Elements
2.1 IDENTIFY THE ROLE OF ROOM ATTENDANTS	2.1.1 Describe the services delivered by a room attendant
	2.1.2 Locate the position of room attendants
	2.1.3 Identify the personal characteristics required
	2.1.4 Describe grooming and personal presentation standards
	2.1.5 Interpret enterprise policies and procedures
	2.1.6 Identify and explain the role of communication
2.2 PREPARE FOR CLEANING DUTIES	2.2.1 Replenish linen room supplies
	2.2.2 Load housekeeping trolley with supplies

	2.2.3 Check housekeeping trolley prior to use
	2.2.4 Identify rooms to be cleaned
2.3 MAKE BEDS	2.3.1 Strip and re-make bed with fresh bed linen
	2.3.2 Re-make bed using existing bed linen
	2.4.1 Clean bath and shower area
2.4 CLEAN BATHROOM	2.4.2 Clean toilets
	2.4.3 Clean vanity area
	2.4.5 Clean floors
	2.4.6 Replenish guest supplies
2.5 CLEAN ROOM	2.5.1 Follow in-house requirements and policies
	2.5.2 Clean fixtures and fittings
	2.5.3 Vacuum floors and other areas
	2.5.4 Clean kitchenette area
	2.5.5 Replenish guest supplies
	2.5.6 Check operational readiness of all items and equipment
	2.5.7 Report and remedy room defects and damaged items
	2.5.8 Report suspicious items or situations
	2.5.9 Handle guest property left in room from which guest departed
2.6 PROVIDE ADDITIONAL HOUSEKEEPING SERVICES	2.6.1 Provide turn-down service
	2.6.2 Carry out rotational cleaning duties
	2.6.3 Lend equipment to guests
2.7 PREPARE FOR NEXT SHIFT	2.7.1 Complete required records and notifications
	2.7.2 Dispose of rubbish
	2.7.3 Clean and store trolleys
	2.7.4 Replenish stock items
	2.7.5 Clean housekeeping equipment prior to storage

DUTY: 3. Provide a lost and found facility

Skill Areas/ Competence	Competence Elements
3.1 DEAL WITH LOST AND FOUND ITEMS	3.1.1 Check items for safety and legality and take appropriate action
	3.1.2 Record found items
	3.1.3 Record items reported lost
	3.1.4 Tag the found item
	3.1.5 Store the found item appropriately
	3.1.6 Notify owner, if known
	3.1.7 Notify internal establishment staff to facilitate return of found item to owner
3.2 DEAL WITH CLAIMS FOR LOST ITEMS	3.2.1 Assist claimant to identify lost property
	3.2.2 Verify ownership of property claimed
	3.2.3 Obtain identification from owner
	3.2.4 Complete lost and found register
	3.2.5 Assist claimants to claim lost items

2 COMPETENCY STANDARDS

2.1 Generic

Duty	1. Work Effectively with Customer and Colleagues
Competence	Performance Criteria
1.1 COMMUNICATE EFFECTIVELY	<p>1. Relay information in a clear and concise manner using appropriate communication techniques:</p> <ul style="list-style-type: none"> • the use of active listening • the use of both open and closed questions • speaking clearly and concisely • using appropriate language and tone of voice • being attentive • maintaining eye contact in face-to-face interactions • the use of appropriate non-verbal communication in face-to-face interactions, e.g. body language, attention and personal presentation. <p>2. Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved</p> <ul style="list-style-type: none"> • using simple, concise language that can be easily understood by the audience • using appropriate tone, e.g. not patronising, not too loud, not too soft, not yelling, not angry, etc. <p>3. Use active listening and questioning to facilitate effective two-way communication with others</p> <p>4. Identify potential and existing conflicts and seek solutions in conjunction with all involved parties</p> <ul style="list-style-type: none"> • group conflict • conflict with individuals • conflict with co-workers <p>5. Complete routine workplace documentation accurately in a timely manner</p> <ul style="list-style-type: none"> • letters • memos • faxes • emails • invoices and purchase orders
1.2 ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH COLLEAGUES AND CUSTOMERS	<p>1. Meet both internal customers' and external customers' needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames.</p> <p><i>Internal customers may include:</i></p> <ul style="list-style-type: none"> • colleagues working in another department • team members • supervisor or managers. <p><i>External customers may include:</i></p>

	<ul style="list-style-type: none"> • suppliers • people who buy the goods and services the enterprise sells <p>2. Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes</p> <p>3. Maintain a positive and co-operative manner</p> <p>4. Non-discriminatory attitudes and language are used when interacting with customers, staff and management consistently</p> <p><i>Non-discriminatory attitudes and language may include:</i></p> <ul style="list-style-type: none"> • language in relation to race and ethnicity • not making assumptions about physical or intellectual abilities • the use of non-discriminatory language in relation to the portrayal of people with disabilities • using non-sexist and gender inclusive language.
1.3 WORK IN A TEAM	<p>1. Request or provide assistance so that work activities can be completed</p> <p>2. Provide support to colleagues to ensure achievement of team goals</p> <p>3. Discuss and resolve problems through agreed and/or accepted processes</p> <p>4. Recognise and accommodate cultural differences within the team forms of address</p> <ul style="list-style-type: none"> • levels of formality/informality • non-verbal behaviour • work ethics • personal grooming • family obligations • recognised holidays • special needs • preferences for personal interactions <p>5. Identify, prioritise and complete individual tasks within designated timelines</p> <p>6. Acknowledge and respond to feedback and information from other team members</p>

Duty	2. Work in A Socially Diverse Environment	
Competence		Performance Criteria
2.1 COMMUNICATE WITH CUSTOMERS AND COLLEAGUES FROM DIVERSE	1. Value customers and colleagues from different cultural groups and treat them with respect and sensitivity	

<p>BACKGROUNDS</p>	<p>2. Take into consideration cultural differences in all verbal and non-verbal communication</p> <ul style="list-style-type: none"> • Forms of address • Levels of formality/informality • Non-verbal behaviour • Work ethics <p>3. Attempt to overcome language barriers</p> <ul style="list-style-type: none"> • Use simple gestures • Use simple words • Use words in the other person’s language • Describe goods and services simply • Use diagrams or maps to give simple directions <p>4. Obtain assistance from colleagues, reference books or outside organisations when required</p> <ul style="list-style-type: none"> • Co-workers who speak the same language • Interpreter services • Diplomatic services • Supervisors, or managers, or specialist customer service staff within the enterprise.
<p>2.2 DEAL WITH CROSS CULTURAL MISUNDERSTANDINGS</p>	<p>1. Identify issues which may cause conflict or misunderstanding in the workplace</p> <ul style="list-style-type: none"> • Competing group, family or personal interests • Power and control issues • Lack of communication • Personality clashes • Cross-cultural issues • Differences between cultural groups • Dissatisfaction in the community • Competing needs. <p>Misunderstandings in the workplace including:</p> <ul style="list-style-type: none"> • Speaking too quickly/quietly • No visual clues

	<ul style="list-style-type: none"> • Poor observation • Poor communication style • Intolerance • Prejudice • Inadequate language skills • Not clarifying or asking questions • Inappropriate body language • Poor understanding of other cultures. <p>2. Address difficulties with the appropriate people and seek assistance from team leaders or others where required</p> <p>3. Consider possible cultural differences when difficulties or misunderstandings occur</p> <p>4. Make efforts to resolve misunderstandings, taking account of cultural considerations</p> <p>Resolve misunderstandings may relate to:</p> <ul style="list-style-type: none"> • Staff training • Utilising staff cultural skills • Employing a variety of communication methods • Knowledge of location of cultural buildings sites and support agencies • Developing an understanding and tolerance of cultural diversity • Overcoming prejudice and assumptions • Utilising non-verbal communication skills • Actively seeking to break down barriers <p>5. Refer issues and problems to the appropriate team leader/supervisor for follow up</p>
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Duty	3. Comply With Workplace Hygiene Procedures	
Competence	Performance Criteria	
3.1 FOLLOW HYGIENE PROCEDURES	<ol style="list-style-type: none"> 1. Recognise and Follow the enterprise standards and legislated requirements that apply to relevant workplace hygiene procedures 2. Recognise and Follow workplace hygiene procedures in accordance with enterprise standards and legislated requirements 3. Receive, handle and store all food items according to enterprise standards and legislated requirements 4. Clean food-related items, utensils and areas in compliance with enterprise standards and legislated requirements 	
3.2 IDENTIFY AND PREVENT HYGIENE RISKS	<ol style="list-style-type: none"> 1. Identify potential food, personal, environmental and other risks in the workplace promptly 2. Take action to minimise or remove the risk of food contamination within the scope of individual responsibility 3. Handle and dispose of food waste and rubbish in compliance with enterprise standards and legislated requirements 	
3.3 MAINTAIN SAFE PERSONAL FOOD HANDLING AND PERSONAL PRESENTATION STANDARDS	<ol style="list-style-type: none"> 1. Recognise and Follow enterprise standards and legislated requirements that apply personal practices and presentation for food handling staff 	

Duty	4. Maintain hospitality industry knowledge	
Competence	Performance Criteria	
4.1 SEEK INFORMATION ON THE HOSPITALITY INDUSTRY	<ol style="list-style-type: none"> 1. Identify and access sources of information on the hotel and travel industries, appropriately and correctly. <p>Information may relate to:</p> <ul style="list-style-type: none"> • Different sectors of the hospitality industry, their inter-relationships and the services available in each sector • Relationships between tourism and hospitality • Relationships between the hospitality industry and other industries • Industry working conditions • Environmental issues and requirements • Industrial relations issues and major organisations • Career opportunities within the industry • The work ethic required to work in the industry 	

	<ul style="list-style-type: none"> • Industry expectations of staff • Quality assurance. <p>Sources of information may include:</p> <ul style="list-style-type: none"> • Media • Reference books • Libraries • Unions • Industry associations • Industry journals • Internet • Information services • Personal observation and experience • Colleagues, supervisors and managers • Industry contacts, mentors and advisors. <p>2. Obtain information on the hotel and travel industries to assist effective work performance within the industries</p> <p>3. Access and update specific information on relevant sector(s) of work</p> <p>4. Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance</p> <p>5. Obtain information on other industries to enhance quality of work performance</p> <ul style="list-style-type: none"> • Entertainment • Food production • Wine production • Recreation • Meetings and events • Retail.
<p>4.2 UPDATE HOSPITALITY INDUSTRY KNOWLEDGE</p>	<p>1. Identify and use a range of opportunities to update general knowledge of the hotel and travel industries</p> <p>2. Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities.</p>

Duty	5. Communicate Effectively on the telephone
Competence	Performance Criteria
5.1 RESPOND TO INCOMING TELEPHONE CALLS	<p>1. Answer calls promptly, in an appropriate manner in accordance with enterprise standards</p> <p>Appropriate manner may relate to:</p> <ul style="list-style-type: none"> • Polite language • Appropriate welcoming phrase • Enthusiasm • Friendliness • Willingness to help. <p>Enterprise standards may include:</p> <ul style="list-style-type: none"> • Appropriate greeting/s • Number of rings call should be answered within • Personal identification • Use of caller's name <p>2. Offer friendly assistance to the caller, and accurately establish the purpose of the call</p> <p>Offer of assistance if person within organization is unavailable to take the caller's call. Establish the purpose of the call may include:</p> <ul style="list-style-type: none"> • Asking questions • Listening to information given. <p>3. Repeat call details to the caller to confirm understanding</p> <p>4. Answer caller enquiries promptly, or transfer caller to the appropriate location/person</p> <p>5. Record caller requests accurately and pass on to the appropriate department/person for follow-up</p> <p>6. Relay messages accurately to the nominated person within designated timelines</p> <p>7. Report threatening or suspicious phone calls promptly to the appropriate person, in accordance with enterprise procedures</p> <p>Threatening or suspicious phone calls may include:</p> <ul style="list-style-type: none"> • Bomb threats • Talking about violent acts. <p>8. Use language, tone and volume appropriate to phone calls</p>

	<p>Language, tone and volume relates to:</p> <ul style="list-style-type: none"> • Pleasant • Friendly • Easy to understand.
5.2 MAKE TELEPHONE CALLS	<ol style="list-style-type: none"> 1. Obtain correct telephone numbers 2. Establish clearly the purpose of the call prior to calling 3. Use telephone equipment correctly in order to establish contact <p>Telephone equipment usage may relate to:</p> <ul style="list-style-type: none"> • Activation system, e.g.: ringing, buzzing, light flashing • Use of speaker button, hand piece or hands-free headset • Placing calls on hold • Transferring calls • Using intercom system to page • Single or multiple lines. <ol style="list-style-type: none"> 4. Communicate clearly your name, company and reason for calling 5. Be polite and courteous at all times

Duty	6. Perform basic clerical procedures
Competence	Performance Criteria
6.1 PROCESS OFFICE DOCUMENTS	<ol style="list-style-type: none"> 1. Process documents with appropriate office equipment in accordance with enterprise procedures and within designated timelines <p>Documents may include:</p> <ul style="list-style-type: none"> • mail, such as incoming and outgoing correspondence, guest mail and courier • files, such as customer records, correspondence, financial records, receipts, invoices and orders • correspondence, such as letters, facsimiles, memos and reports • menus <p>Process refers to:</p> <ul style="list-style-type: none"> • collating • binding • photocopying

	<ul style="list-style-type: none"> • mailing • e-mailing • filing. <p>2. Identify and rectify and/or report malfunctions promptly in accordance with enterprise procedures</p> <p>3. Use office equipment to process documents</p> <p>Office equipment may include:</p> <ul style="list-style-type: none"> • photocopier • facsimile • computer printer • scanner.
6.2 DRAFT CORRESPONDENCE	<p>1. Write text using clear and concise language</p> <p>2. Text is without spelling, punctuation and/or grammatical errors.</p> <p>3. Check information for accuracy prior to sending</p>
6.3 MAINTAIN DOCUMENT SYSTEMS	<p>3. File/store documents in accordance with enterprise procedures</p> <p>3. Modify and/or update records management systems in accordance with enterprise procedures</p>

Duty	7. Use common business tools and technology
Competence	Performance Criteria
7.1 COMMON BUSINESS TOOLS	<p>1. Identify and access business tools required to achieve work outcomes in accordance enterprise policy and procedures</p> <p>Business tools may include:</p> <ul style="list-style-type: none"> • information, knowledge and other intellectual resources • finances • facilities • equipment • stock and supplies. <p>2. Use business tools efficiently and effectively and in accordance with enterprise policy and procedures</p> <p>3. Store business tools in accordance with enterprise procedures and to reduce theft and fraudulent activity</p> <p>Reduce theft and fraudulent activity may include:</p> <ul style="list-style-type: none"> • security systems

	<ul style="list-style-type: none"> • staff undertaking police checks • lockable storage • stock control processes • restricted access protocols
<p>7.2 SELECT AND USE COMMON BUSINESS TECHNOLOGY</p>	<p>1. Select appropriate business technology and/or software applications to achieve the requirements of work task</p> <p>Business technology may include</p> <ul style="list-style-type: none"> • computer equipment • digital cameras • security surveillance technology • hand-held input devices • communication systems. <p>Software applications may include:</p> <ul style="list-style-type: none"> • word processing packages • spreadsheet packages • accounting packages • database packages • presentation packages • internet browsers. <p>Work task may relate to:</p> <ul style="list-style-type: none"> • processing reservations • undertaking stock takes • processing financial records • producing documentation. <p>2. Use technology in a way which promotes a safe work environment</p>

Duty	8. Promote hospitality products and services	
Competence	Performance Criteria	
8.1 DEVELOP PRODUCT AND SERVICE KNOWLEDGE	<p>1. Identify opportunities to develop product and service knowledge</p> <p>Opportunities to develop product and service knowledge may be related to:</p>	

	<ul style="list-style-type: none">• personal experience• reading informational brochures and other materials provided by suppliers and manufacturers• reading product labels• attending product launches• visiting suppliers, distributors and manufacturers• talking to sales representatives <p>2. Describe the benefits of staff having high levels of product and service knowledge</p> <p>Benefits of sales staff having high levels of product and service knowledge will include:</p> <ul style="list-style-type: none">• being able to provide professional assistance to customers• being able to distinguish between alternatives• meeting customer expectations• maximizing selling opportunities• being better able to meet and overcome buying objections. <p>Product and service knowledge may relate to:</p> <ul style="list-style-type: none">• tours and transport• conferences and conventions• function and entertainment facilities• shopping and restaurant facilities• food and beverage• retail shops in properties, such as bottle shops, gift shops, foyer shops, souvenir shops. <p>3. Apply formal and informal research techniques to gain product and service knowledge</p> <p>Formal and informal research techniques may include:</p> <ul style="list-style-type: none">• discussions with colleagues, management and customers• reading internal enterprise material about products and services• becoming familiar with customer comments, including complaints• reading and researching product data and information
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	<p>provided by suppliers</p> <ul style="list-style-type: none"> • conducting internal testing to determine quality and differentials • general media research • developing, distributing and analysing the responses to questionnaires • reading surveys and ratings undertaken by third parties. <p>4. Seek customer feedback to supplement product and service knowledge</p> <p>Customer feedback should include:</p> <ul style="list-style-type: none"> • developing, distributing and analysing the responses to questionnaires • talking to customers and actively seeking their opinion and thoughts on products and services • checking internal buying patterns and trends. <p>5. Share product and service knowledge with other relevant internal personnel</p> <p>Share product and service knowledge should relate to:</p> <ul style="list-style-type: none"> • conducting internal staff meetings to share information • developing paper-based information and data sheets for staff to use • conducting internal product and service demonstrations • conducting taste testing of food and beverages • allowing staff to experience services provided by the organization.
8.2 PROMOTE PRODUCTS AND SERVICES	<ol style="list-style-type: none"> 1. Verbally promote products and/or services to customers 2. Demonstrate products and/or services to customers

Duty	9. Manage and resolve conflict situations
Competence	Performance Criteria
9.1 RESPOND TO COMPLAINTS	<ol style="list-style-type: none"> 1. Record guest complaints in accordance with enterprise standards <p>Complaints may relate to:</p> <ul style="list-style-type: none"> • level of service

	<ul style="list-style-type: none"> • product standards • processes • information given • charges and fees • marketing materials. <p>2. Report complaints to the supervisor/manager for them to take appropriate actions and resolve complaints</p>
9.2 IDENTIFY AND MANAGE CONFLICT SITUATIONS	<p>1. Identify potential for conflict quickly and take appropriate action to prevent escalation</p> <p>Potential for conflict may relate to:</p> <ul style="list-style-type: none"> • dissatisfied customers • suppliers, • co-workers. <p>2. Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance.</p> <p>Threats to personal safety may include:</p> <ul style="list-style-type: none"> • violent customers • drug and alcohol affected customers • customers fighting amongst themselves.

Duty	10. Speak English at a basic operational level
Competence	Performance Criteria
10.1 PARTICIPATE IN SIMPLE CONVERSATIONS ON FAMILIAR TOPICS WITH WORK COLLEAGUES	<ol style="list-style-type: none"> 1. Use and respond appropriately to opening comments 2. Comment on familiar topics 3. Talk about a past event 4. Use closing remarks appropriately to end the conversation
10.2 RESPOND TO SIMPLE VERBAL INSTRUCTIONS OR REQUESTS	<ol style="list-style-type: none"> 1. Confirm understanding of supervisor's instructions or requests 2. Request repetition or clarification of instructions or requests
10.3 MAKE SIMPLE REQUESTS	<ol style="list-style-type: none"> 1. Use polite forms to make simple requests 2. Thank the person responding to your request 3. Acknowledge the person who cannot respond to your request
10.4 DESCRIBE ROUTINE	<ol style="list-style-type: none"> 1. Explain a sequence of events in carrying out a routine job

PROCEDURES	<ol style="list-style-type: none"> 2. Describe exceptions to routine procedures 3. Make suggestions on how to improve routine procedures
10.5 EXPRESS LIKES, DISLIKES AND PREFERENCES	<ol style="list-style-type: none"> 1. Talk about likes and dislikes of familiar topics and situations 2. Discuss preferences and give reasons
10.6 IDENTIFY DIFFERENT FORMS OF EXPRESSION IN ENGLISH	<ol style="list-style-type: none"> 1. Construct a formal sentence 2. Identify indicators of informal expressions in English 3. Differentiate between 'open-ended' and 'closed' questions

Duty	11. Develop an update local knowledge
Competence	Performance Criteria
11.1 DEVELOP LOCAL KNOWLEDGE	<ol style="list-style-type: none"> 1. Identify and access sources for information on the local area, correctly 2. Identify and obtain information to assist queries on local/national tourism industry, correctly 3. Store and update information according to enterprise procedures 4. Share information with colleagues <p>Information may include:</p> <ul style="list-style-type: none"> • General information on the tourism industry • Local tourism destinations, facilities, infrastructure and modes of transportation • Tourism products, services, facilities, rates • Environmental issues • Local transport • Local attractions, tours, events, places of interest • Local customs.
11.2 UPDATE LOCAL KNOWLEDGE	<ol style="list-style-type: none"> 1. Use informal and/or formal research to update local knowledge <p>Informal and/or formal research may include:</p> <ul style="list-style-type: none"> • Networking activities • Familiarization activities • Internet research • Travel and tourism literature. <ol style="list-style-type: none"> 2. Share updated knowledge with customers and colleagues, as

	appropriate into day to day working activities
11.3 MAINTAIN CONTACT WITH LOCAL COMMUNITIES	<p>1. Provide accurate local tourism information in response to queries</p> <p>2. Use local knowledge to promote tourism products and services to encourage usage and purchase</p> <p>Tourism products and services may include:</p> <ul style="list-style-type: none"> • Destinations • Facilities • Accommodation • Attractions, tours, places of interest • Transportation. <p>3. Make customers aware of possible extras, add-ons and further benefits</p> <p>4. Report queries and results to designated person within enterprise for follow-up purposes</p>

2.2 Specialised

Duty	1. Provide housekeeping services to guests	
Competence	Performance Criteria	
1.1 RECEIVE HOUSEKEEPING REQUESTS	<ol style="list-style-type: none"> 1. Accept housekeeping requests from guests 2. Accept housekeeping requests from staff 3. Record housekeeping requests according to enterprise requirements 4. Advise on time for provision/delivery of identified service or items to guest room 	
1.2 SERVICE HOUSEKEEPING REQUESTS	<ol style="list-style-type: none"> 1. Liaise with other staff to obtain and/or deliver identified service or items 2. Locate and deliver required items to guest room 3. Set up equipment in guest rooms 4. Remove items from guest rooms as required 	
1.3 PROVIDE ADVICE TO GUESTS	<ol style="list-style-type: none"> 1. Advise guests on services and items available through the housekeeping department 2. Advise guests on the use of items delivered to guest room, if required 3. Demonstrate the use of items delivered to guest room, if required 4. Liaise with other staff and departments to provide supplementary advice where appropriate 	
1.4 LIAISE WITH OTHER DEPARTMENT	<ol style="list-style-type: none"> 1. Report malfunctions as required 2. Advise management of dangerous or suspicious circumstances 3. Participate in planning to enhance service delivery standards and equipment purchase 	

Duty	2. Clean and prepare rooms for incoming guests	
Competence	Performance Criteria	
2.1 IDENTIFY THE ROLE OF ROOM ATTENDANTS	<ol style="list-style-type: none"> 1. Describe the services delivered by a room attendant 2. Locate the position of room attendants within the enterprise 3. Identify the personal characteristics required of a room attendant 4. Describe grooming and personal presentation standards 	

	<p>for a room attendant</p> <p>5. Interpret enterprise policies and procedures for the provision of housekeeping services</p> <p>6. Identify and explain the role of communication in the provision of housekeeping services</p>
2.2 PREPARE FOR CLEANING DUTIES	<p>1. Replenish linen room supplies</p> <p>2. Load housekeeping trolley with supplies for service</p> <p>3. Check housekeeping trolley prior to use</p> <p>4. Identify rooms to be cleaned for the shift</p> <p>5. Access and enter guest room appropriately</p>
2.3 MAKE BEDS	<p>1. Strip and re-make bed with fresh bed linen</p> <p>2. Re-make bed using existing bed linen</p>
2.4 CLEAN BATHROOM	<p>1. Clean bath and shower area</p> <p>2. Clean toilets</p> <p>3. Clean vanity area</p> <p>4. Clean floors</p> <p>5. Replenish guest supplies</p>
2.5 CLEAN ROOM	<p>1. Follow in-house requirements and policies in relation to room cleaning</p> <p>2. Clean fixtures and fittings</p> <p>3. Vacuum floors and other areas</p> <p>4. Clean kitchenette area, where applicable</p> <p>5. Replenish guest supplies</p> <p>6. Check operational readiness of all items and equipment</p> <p>7. Report and remedy room defects and damaged items</p> <p>8. Report suspicious items or situations</p> <p>9. Handle guest property left in room from which guest departed</p>
2.6 PROVIDE	<p>1. Provide turn-down service</p>

ADDITIONAL HOUSEKEEPING SERVICES	<ul style="list-style-type: none"> 2. Carry out rotational cleaning duties 3. Lend equipment to guests, as requested in accordance with house policies
2.7 PREPARE FOR NEXT SHIFT	<ul style="list-style-type: none"> 1. Complete required records and notifications 2. Dispose of rubbish 3. Clean and store trolleys 4. Replenish stock items as necessary 5. Clean housekeeping equipment prior to storage

Duty	3. Provide a lost and found facility
Competence	Performance Criteria
3.1 DEAL WITH LOST AND FOUND ITEMS	<ul style="list-style-type: none"> 1. Check items for safety and legality and take appropriate action 2. Record found items in lost and found register 3. Record items reported lost in lost and found register 4. Tag the found item 5. Store the found item appropriately 6. Notify owner, if known 7. Notify internal establishment staff to facilitate return of found item to owner

PART 3 TRAINING STANDARDS

1. CURRICULUM DESIGN

This section will showcase how the structure of the training will be done and it will be unique to the corresponding occupational structure.

2. TRAINING DELIVERY

2.1. CLASS SIZE (RATIO: TRAINER VS TRAINEES)

- Ratio: Trainer vs. Trainees, Classroom and Practical
- Classroom (Theory) – 1 Trainer: 16 Trainees
- Practical – 1 Trainer: 8 Trainees

2.2. COURSE CONTENT

- 70% Practical and 30% Theory

2.3. EVALUATION

- Training course evaluation/ feedback form should be provided to candidates at the end of the training course.
- The Evaluation process helps the training Organisation to understand the strength and weakness of the training course and identify opportunities to improve the training course for future candidates.
- Industry feedback mechanism must be in place.

2.4. ASSESSMENT

- All training organisations are required to demonstrate the four principles of assessment: (i) Validity (ii) Reliability (iii) Integrity iv) Fairness
- Assessing the competency in terms of course work, practical, written assessment and interview
- Any written assessment shall have a standardized format with clear instructions.
- Multiple Choice Questions (MCQs) shall comprise of selection of four (4) answers provided.
- For Short Answer Questions (SAQs) sufficient space shall be provided for candidates to answer and the mark awarded for each individual question shall be indicated.
- MCQs and SAQs should be kept within separate sections.
- Any training course that is conducted, must as reasonably practicably expose the candidates towards the real working environment (e.g., Groupwork Presentations, Practical sessions, etc.).
- Assessment Packages per program.
- Assessment will be conducted by an independent assessment team comprising 1 independent assessor from an independent RTO, 1 external assessor from the industry and 1 verifier from the awarding

- body.
- The assessment team will be led by the assessor from an independent RTO.

3. TRAINING HOURS

The minimum nominal training hours is 100 hours.

4. TRAINERS QUALIFICATION

- Has a valid recognized training or teaching qualification or a certificate of a qualified trainer (i.e., Certificate of Teaching, Train the Trainer, etc);
- Minimum 3 years of work experience in the relevant field or activity; or
- Have a minimum Higher National Diploma in relevant field and above

5. ASSESSORS QUALIFICATION

- Has a valid recognized assessing or teaching qualification or a certificate of a qualified assessors (i.e., Certificate of Teaching, Train the Assessors, etc); or
- Has a minimum 3 years of work experience in the relevant field or activity; or
- Higher National Diploma and above or relevant industry experience

6. TOOLS, EQUIPMENT AND CONSUMABLES (MATERIALS)

All training providers are also required to provide at their training premises (including classrooms and practice grounds) facilities and equipment which must be maintained to a required standard and in full compliance with applicable laws of Brunei Darussalam and where appropriate, equipment should be routinely tested and inspected in accordance with applicable legislation and standards. This is to ensure that all training premises, facilities and equipment are safe and fit for purpose with suitable levels of hygiene in place*

*Training Standards 1-8: Aligned Requirements amongst SHENA, IBTE and MOE

TOOLS		EQUIPMENT		MATERIAL	
Description	Min. Qty	Description	Min. Qty	Description	Min. Qty
Divan Bed	1	Study Desk	1	Bedside Table	2
Armchairs	2	Study Chair	1	Coffee Table	1
Minibar Fridge	1	Standing Lamp	1	Luggage Stand	1
Window Glass Cleaner	1	Housekeeping Trolley	1	Hair Shampoo	2
Toilet Bowl Disinfectant	1	Pillows	2	Hair Conditioner	2
Multi-Purpose Cleaner	1	Duvet	1	Body Wash	2
Disinfectant	1	Flat Bed Linens	4	Shower Caps	2
Air Freshener	1	Duvet Covers	2	Soap Bars	2
Toilet Bowl Brush	1	Pillowcases	4	Lotions	2
Door Stopper	1	Bath Towels	4	Toothbrush Sets	4
Mop	1	Face Towels	4	Pencils/ Pens	2
Vacuum Cleaner	1	Bathmats	2	Envelopes	2

Microfiber Towels	3	Shower Curtains	1	Notepads	2
Broom	1	Master Key	1	Tea Sachets	2
Dustpan	1	Small Dustbin	2	Coffee Sachets	2
Hand Caddy	1	Hand Towels	4	Sugar Sachets	4
Duster	1	Water Kettle	1	Creamer Sachets	2
Rubber Gloves Set	1	Cup	2	Water Bottles	2
Cleaning Bucket	1	Saucer	2	Bin Liners	2
Squeegee	1	Highball Glass	2	Toilet Papers	2
Cleaning Sponges	2	Teaspoons	2	Facial Tissue	2

7. PERSONAL PROTECTIVE EQUIPMENT (PPE)

Where required, the personal protective equipment (PPE) requirements shall be ascertained and to ensure that each candidate is provided with the same for the duration of the training course. The PPE shall be applicable for the type of course, of suitable standard and be well maintained at all times.

PPE		
Description	Qty	Standards and Specification
Facemask	16	N95
Gloves	32	Non-latex, multiple sizes (S, M,L)
Safety Boots	16	Rubber, Non slip, without laces

8. TRAINING FACILITIES

- Classroom
 - Size: minimum 27 m sq. (PBD 12)
 - Proper signage

- Workshop and training grounds
 - Size: where workshop and training grounds minimum size or area is specified.
 - Proper signage

- Basic amenities
 - Basic necessities (not limited to. surau (male and female) toilet (male and female), resting areas, male and female changing room, first aid, etc.) must be provided;

NO. OF TRAINEES:	16	
REQUIREMENT SIZE IN:	MIN. SIZE IN METERS (M)	MIN. REQUIREMENT SIZE IN SQ. METERS
Building (Permanent)	As approved by ABCi	As approved by ABCi
Training Workshop/Area	-	-
Storeroom	-	-
Classroom	-	27m
GRAND TOTAL IN SQ. METERS:	27	

A**ASSESSOR**

accredited individual authorized to evaluate or assess competencies of a candidate applying for certification.

D**DUTY**

the tasks to be performed by an individual as a regular part of the individual's job.

I**INSTITUTIONAL ASSESSMENT**

an assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module of instructions in given unit of competency or clusters of competencies.

L**LEARNING OUTCOMES**

the set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

O**OCCUPATION**

a set of jobs whose main tasks and duties are characterized by a high degree of similarity.

P

PERFORMANCE CRITERIA

evaluative statements that specify what is to be assessed and the required level of performance or competency.

R

RECOGNITION OF PRIOR LEARNING (RPL)

the process in which the individual's previous learning outside the formal system which contributes to the achievement of current competency/ies can be assessed against the relevant unit of competency and given recognition through the issuance of appropriate certificate.

T

TASK

a discrete, assignable unit of work that has an identifiable beginning and end, containing two or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.

TRAINING STANDARDS

the information and important requirements to consider when designing training programs corresponding to a national qualification; this includes information on curriculum design, training delivery, trainee entry requirements, training tools and equipment, and trainer qualifications.

PART 5 ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

The Brunei Darussalam National Accreditation Council (BDNAC) wishes to extend its thanks and appreciation to the representatives of business, industry, academy, and government agencies who rendered their time and expertise to the development and validation of this Occupational Skills Standards.

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