



COMPETENCY STANDARD FOR HOSPITALITY MANAGEMENT

Level: 4

(Tourism and Hospitality Sector)

Competency Standard Code: CS-TH-HM-L4-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

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This Competency Standard for Hospitality Management is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with Tourism and Hospitality Sector, industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

Introduction

The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Hospitality Management**" is selected as one of the priority occupations of **Tourism and Hospitality** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

Overview

A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in Informal Sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

**Competency Standards for National Skill Certificate, Level-4 in
Hospitality Management in Tourism and Hospitality Sector**

Level Descriptors of NSQF (BNQF 1-6)

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

CS	Competency Standard
ISC	Industry Skills Council
NSDA	National Skills Development Authority
NSQF	National Skills Qualifications Framework
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
SCVC	Standards and Curriculum Validation Committee
STP	Skills Training Provider
SOP	Standard Operating Procedure
UoC	Unit of Competency

Approved by
----- Executive Committee (EC) Meeting of NSDA
Held on -----

Deputy Director (Admin)
and
Officer of Secretarial Duties for EC Meeting
National Skills Development Authority

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**Competency Standards for National Skill Certificate, Level-4 in
Hospitality Management in Tourism and Hospitality Sector**

Course Structure

SL No	Unit code and Title	UOC Level	Nominal (hours)
Generic Units of Competencies			
1.	GU025L4V1	Develop and Lead Teams	4 15
2.	GU026L4V1	Perform Higher-Order Thinking Processes and Apply Techniques in the Workplace	4 20
3.	GU028L4V1	Lead In Improvement of Occupational Safety and Health (OSH) Programs, Policies and Procedures	4 15
4.	GU029L4V1	Lead Towards Improvement of Environment Work Programs, Policies and Procedures	4 15
Sub Total			65
Sector Specific Units of Competencies			
5.	SUTH009L4V1	Manage Finances and cost control	4 20
Sub Total			20
Occupation Specific Units of Competencies			
6.	OU-TH-HM-13-L4-V1	Perform Planning and Execution	4 30
7.	OU-TH-HM-14-L4-V1	Manage Human Resources	4 40
8.	OU-TH-HM-15-L4-V1	Operate Property Management System (PMS) Software	4 65
9.	OU-TH-HM-16-L4-V1	Carryout Sales and Marketing Activities	4 30
10.	OU-TH-HK-16-L4-V1	Execute Managerial Role	4 20
Sub Total			185
Total Duration			270

Units & Elements at Glance

Generic Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU025L4V1	Develop and Lead Teams	<ol style="list-style-type: none"> 1. Foster Individual growth 2. Foster team growth 3. Monitor and evaluate workplace learning 4. Develop team commitment <ol style="list-style-type: none"> 1. Facilitate accomplishment of team goals 	15
GU026L4V1	Perform Higher-Order Thinking Processes and Apply Innovative Techniques in the Workplace	<ol style="list-style-type: none"> 2. Evaluate effectiveness and efficiency of the workplace systems 3. Foster the habit of critical inquiry and curiosity in the workplace 4. Review and analyze existing workplace practices <ol style="list-style-type: none"> 1. Develop practical action plans for improving workplace conditions 	20
GU028L4V1	Lead In Improvements of Occupational Safety and Health (OSH) Programs, Policies and Procedures	<ol style="list-style-type: none"> 1. Assess Occupational Safety and Health (OSH) practices and programs 2. Recommend OSH program improvement initiatives <ol style="list-style-type: none"> 1. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies 	15
GU029L4V1	Lead Towards Improvement of Environment Work Programs, Policies and Procedures	<ol style="list-style-type: none"> 1. Assess environmental work practices and programs 2. Recommend environmental improvement program <ol style="list-style-type: none"> 1. Implement recommended improvements on environmental programs, policies and procedures 	15
Total Hours:			65

Sector specific competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SUTH009L4V1	Manage Finances Cost Control	<ol style="list-style-type: none">1. Allocate budget resources2. Monitor financial against budget3. Identify and evaluate options for improved budget performance4. Control cost5. Complete financial reports	20
Total Hours:			20

Occupation specific competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
OU-TH-HM-01-L4-V1	Perform Planning and Execution	<ol style="list-style-type: none"> 1. Set goal and targets 2. Perform planning and scheduling 3. Accomplish managerial tasks 	30
OU-TH-HM-02-L4-V1	Manage Human Resources	<ol style="list-style-type: none"> 1. Perform manpower planning and budgeting 2. Conduct selection and recruitment 3. Carryout Performance appraisal 4. Carryout conflict management 5. Coordinate training and development 	40
OU-TH-HM-03-L4-V1	Operate Property Management System (PMS) Software	<ol style="list-style-type: none"> 1. Practice PMS software 2. Manage PMS software 	65
OU-TH-HM-04-L4-V1	Carryout Sales and Marketing Activities	<ol style="list-style-type: none"> 1. Design product and service 2. Perform promotional activities 3. Manage Events 4. Perform Revenue management 5. Maintain guest relations 	30
OU-TH-HM-05-L4-V1	Execute Managerial Role	<ol style="list-style-type: none"> 1. Perform teamwork 2. Perform leadership role 3. Practice negotiation skills 4. Motivate team members 	20
Total Hours:			185

Generic Units of Competencies

Unit Code and Title	GU025L4V1: Develop and lead Teams
Nominal Hours	15 Hours
Unit Descriptor	<p>This unit covers the skills, knowledge and attitude to develop and lead teams.</p> <p>It includes the fostering individual growth, fostering team growth, monitoring and evaluate workplace learning, developing team commitment and facilitating accomplishment of team goals.</p>
Elements of Competency	<p>Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables Training Components</p>
1. Foster Individual growth	<p>1.1 <u>Learning and development needs</u> of team members are systematically identified in line with <u>organizational requirements</u></p> <p>1.2 Development plan to meet individual needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement</p> <p>1.4 <u>Feedback on performance</u> of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster team growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2. <u>Learning delivery methods</u> are set appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competency are maintained as per organizational requirement</p>
4. Develop team commitment	<p>4.1 Open communication processes to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its agreed</p>

	<ul style="list-style-type: none"> roles and responsibilities 4.3 Mutual concern and camaraderie/rapport are developed in the team 4.4 Career planning for each member is monitored
5. Facilitate accomplishment of team goals	<ul style="list-style-type: none"> 5.1 Team members actively participated in team activities and communication process 5.2 Team members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goal
Range of Variables	
Variable	Range (may include but not limited to):
1. Learning and development needs	<ul style="list-style-type: none"> 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational requirements	<ul style="list-style-type: none"> 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	<ul style="list-style-type: none"> 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from guests 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	<ul style="list-style-type: none"> 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 identified and implemented learning opportunities for others 1.2 gave and received feedback constructively 1.3 facilitated participation of individuals in the work of the team 1.4 negotiated learning plans to improve the effectiveness of learning 1.5 prepared learning plans to match skill needs 1.6 accessed and designated learning opportunities
2. Underpinning Knowledge	<ol style="list-style-type: none"> 2.1 Effective workplace communication, 2.2 Coaching and mentoring principles 2.3 Feedback principles and procedures 2.4 Working interdependently strategies and techniques 2.5 Leadership Concepts 2.6 Types of Decisions 2.7 Team Responsibilities 2.8 Problems That Affect Teams 2.9 Building Strong Team Communication 2.10 Expressing oneself on a team 2.11 Team Problem Solving 2.12 Advanced coaching and mentoring techniques 2.13 Performance evaluation techniques
3. Underpinning Skills	<ol style="list-style-type: none"> 3.1 Instructional planning and delivery skills 3.2 Monitoring and evaluation skills 3.3 Mentoring and coaching skills 3.4 Organizational leadership
4. Underpinning Attitudes	<ol style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource Implications	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ol style="list-style-type: none"> 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of Assessment	<ol style="list-style-type: none"> 7.1 Competency assessment must be done in a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	GU026L4V1: Perform Higher Order Thinking Process and Apply Innovative Techniques in the Workplace
Nominal Hours	20 Hours
Unit Descriptor	<p>This unit covers the skills, knowledge and attitude to perform higher-order thinking processes and apply techniques in the workplace.</p> <p>It includes the evaluating effectiveness and efficiency of the workplace systems, fostering the habit of curiosity inquiry and curiosity in the workplace, reviewing and analyzing existing workplace practices and developing practical action plans for improving workplace.</p>
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables Training Components
1. Evaluate effectiveness and efficiency of the workplace systems	<p>1.1 <u>Effectiveness and efficiency</u> of workplace standards and procedures are examined</p> <p>1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented</p> <p>1.3. Evaluation reports are prepared and communicated to team</p>
2. Foster the habit of critical inquiry and curiosity in the workplace	<p>2.1 Issues and situations are reflected on and wondered about</p> <p>2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams</p> <p>2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams</p> <p>2.4 Growth mindset and positive relationship and communication is applied in the context of <u>curiosity and critical inquiry</u> in the workplace</p>
3. Review and analyze existing workplace practices	<p>3.1 Current instructions and strategies to perform tasks in the workplace are reviewed</p> <p>3.2 Climate for <u>innovation</u> at the organizational level is defined</p> <p>3.3 <u>Innovative behaviors</u> of leaders or managers in the organization are assessed</p> <p>3.4 Innovation drivers in the workplace are identified</p>
4. Develop practical action plans for improving workplace conditions	<p>4.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders</p> <p>4.2 <u>Practical action plans</u> in improving workplace conditions are formulated, presented and negotiated with stakeholders</p> <p>4.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization</p>

	<p>4.4 Commitment to continuous improvement and change is highlighted</p> <p>4.5 Passion and dedication for changing and adapting to the demands of the 21st century workplace is considered</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Effectiveness and efficiency	<p>1.1 Developing a more efficient way of doing something</p> <p>1.2 Developing a new idea</p> <p>1.3 Developing and improving products and services</p> <p>1.4 Enhancing skills and career opportunities</p> <p>1.5 Enhancing the physical environment</p> <p>1.6 Financial benefit</p> <p>1.7 Greater personal satisfaction</p> <p>1.8 Improving interpersonal relationships</p> <p>1.9 Evaluating overall workplace conditions</p>
2. Curiosity and critical inquiry	<p>2.1 Accuracy</p> <p>2.2 Breadth</p> <p>2.3 Clarity</p> <p>2.4 Depth</p> <p>2.5 Emotion</p> <p>2.6 Fairness</p> <p>2.7 Logic</p> <p>2.8 Meaning</p> <p>2.9 Planning</p> <p>2.10 Attention</p> <p>2.11 Precision</p> <p>2.12 Relevance</p> <p>2.13 Significance</p> <p>2.14 Social engagement</p> <p>2.15 Style</p> <p>2.16 Growth mindset</p> <p>2.17 Positive communication</p> <p>2.18 Positive negotiation</p> <p>2.19 Workplace conditions</p>
3. Innovation	<p>3.1 Products versus processes</p> <p>3.2 Radical versus incremental</p> <p>3.3 Technical versus administrative</p>
4. Innovative behaviors	<p>4.1 Always generate creative ideas or new solutions</p> <p>4.2 Exploring and secure funds or resources required for implementing new ideas</p> <p>4.3 Establishing adequate plans and schedules for implementing new ideas</p> <p>4.4 Contributing suggestions or approaches for others' creative ideas</p>

<p>5. Practical action plans</p>	<ul style="list-style-type: none"> 5.1 Insights on continuous improvement 5.2 Creative strategies and techniques for becoming better at work and real life 5.3 Career plans 5.4 Challenging workplace policies, procedures and protocols 5.5 Specifying plans for change and adapting to the demands of the contemporary workforce 5.6 Challenges in negotiating with stakeholders and teams 5.7 Change management, innovation and knowledge creation 5.8 Contractual agreements 5.9 Extreme time pressure or non-negotiable deadlines 5.10 Financial limitations 5.11 Procedures determined by laws or other regulations 5.12 Safety issues when others are totally closed to new ideas 5.13 acknowledging shared responsibility 5.14 adopting a positive 'can do' attitude 5.15 pro-actively seeking information 5.16 suggesting a new approach 5.17 constraints of the broader context and environment
<p>Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
<p>1. Critical aspects of competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 evaluated the effectiveness and efficiency of workplace systems, processes and procedures. 1.2 modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life 1.3 practiced the habit of critical inquiry and curiosity in the workplace 1.4 shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations. 1.5 developed practical action plans for improving workplace conditions

2. Underpinning Knowledge	<ul style="list-style-type: none"> 2.1 Systems, standards, procedures and protocols in the workplace. 2.2 Different methods of critical and appreciative inquiry and their relevance to different situations 2.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 2.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). 2.5 Innovations 2.6 Determinants of innovative behaviors 2.7 Techniques in implementing innovative changes in workplace 2.8 Different methods of critical and appreciative inquiry and their relevance to different situations 2.9 Growth mindset and positive communication and relationship strategies and techniques. 2.10 Creative negotiation skills. 2.11 Change management and continuous improvement concepts
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 3.2 Communicating to actively listen and to ask questions of others in a constructive way. 3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. 3.6 Communicating practical in sights on improving workplace conditions.
4. Underpinning Attitudes	<ul style="list-style-type: none"> 4.1 Promptness in carrying out activities 4.2 Sincere and honest to duties 4.3 Environmental concerns 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Respect for rights of peers and seniors in workplace 4.7 Communication with peers and seniors in workplace
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.

	5.2 Required learning materials.
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in a NSDA accredited assessment center</p> <p>7.2 Assessment should be done by an NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	GU028L4V1: Lead in Improvement of Occupational Safety and Health (OSH) Programs, Policies and Procedures
Nominal Hours	15 Hours
Unit Descriptor	<p>This unit covers the skills, knowledge and attitude to lead in improvement of occupational safety and health (OSH) programs, policies and procedures.</p> <p>It includes the assessing occupational safety and health (OSH) practices and programs, recommending OSH program improvement initiatives and implementing recommended improvements on occupational safety and health (OSH) programs, procedures and policies.</p>
Elements of Competency	<p>Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.</p>
1. Assess Occupational Safety and Health (OSH) practices and programs	<p>1.1 <u>OSH practices and programs</u> are reviewed based on workplace policies and procedures</p> <p>1.2 Appropriate personnel or <u>OSH reference guides</u> are consulted for proper guidance based on workplace policies and procedures</p> <p>1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards</p>
2. Recommend OSH program improvement initiatives	<p>2.1 <u>OSH work improvement initiatives</u> are identified that are relevant with the workplace scenario</p> <p>2.2 OSH program improvement plans are organized based on workplace policies and procedures</p> <p>2.3 OSH program improvement plans are presented based on workplace policies and procedures</p>
3. Implement recommended improvements on Occupational Safety and Health (OSH) programs, procedures and policies	<p>3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures</p> <p>3.2 Concern personnel are guided in accordance with workplace policies and procedures</p> <p>3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. OSH Practices and Programs	<p>1.1 Planning, implementation and maintenance of equipment and service plants</p> <p>1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs</p> <p>1.3 First aid within the workplace</p> <p>1.4 Safety inspection practices</p> <p>1.5 Hazard Minimization practices</p>

2. OSH Reference Guides	<ul style="list-style-type: none"> 2.1 Occupational Safety and Health Standards Book 2.2 OSH Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 National Safety Management handbooks 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks 2.7 ISO guidelines
3. OSH Work Improvement Initiatives	<ul style="list-style-type: none"> 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)
<p>Evidence Guide</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 consulted appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures 1.2 evaluated current practices and programs based on acceptable level of OSH work standards 1.3 identified OSH work improvement initiatives that are relevant withthe workplace scenario 1.4 communicated approved improvements on OSH work program initiatives based on workplace policies and procedures
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 OSH practices and programs 2.2 Workplace policies and procedures 2.3 OSH reference guides 2.4 OSH work improvement initiatives 2.5 Supervisory concepts 2.6 Green practices
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Presentation Skills 3.2 Communicationskills 3.3 Critical thinking skills 3.4 Observation skills 3.5 Monitoring Skills 3.6 Evaluation Skills

	3.7 Auditing Skills 3.8 Supervisory Skills
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Communication with peers and seniors in workplace
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Tools and equipment 5.3 Quality materials for performing work activities 5.4 Fire extinguisher 5.5 Uninterrupted power supply
6. Methods of assessment	Competency should be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	GU029L4V1: Lead Towards Improvement of Environmental Work Program Policies and Procedures
Nominal Hours	15 Hours
Unit Descriptor	This unit covers the skills, knowledge and attitude to lead towards improvement of environment work programs, policies and procedures. It includes the assessing environmental work practices and programs, recommending environmental improvement program and implementing recommended improvements on environmental programs, policies and procedures.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.
1. Assess environmental work practices and programs	1.1 <u>Environmental practices and programs</u> are reviewed based on workplace policies 1.2 Appropriate personnel or <u>environmental reference guides</u> are consulted for proper guidance based on workplace policies 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards
2. Recommend environmental improvement program	2.1 Environment practices opportunities are Identified that are relevant with the workplace condition 2.2 Environmental program improvement plans are organized based on workplace policies and procedures 2.3 Environmental program improvement plans are presented based on workplace policies and procedures
3. Implement recommended improvements on environmental programs, policies and procedures	3.1 Approved improvements on <u>environmental work program initiatives</u> are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3 Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures 3.4 Improvement of the program is adjusted as per requirement
Range of Variables	
Variables	Range (may include but not limited to):
1. Environmental practice and Programs	1.1 Utilization of Energy, Water, Fuel 1.2 Segregation Practices 1.3 Waste Disposal and Reuse 1.4 Saving Resources 1.5 Waste Collection 1.6 Usage of Hazardous Materials 1.7 Chemical Application 1.8 Equipment Operation 1.9 Dewatering and Discharging 1.10 Surface Disturbance 1.11 Periodic Inspection 1.12 Resource Storage and Handling

2. Environmental Reference Guides	<ul style="list-style-type: none"> 2.1 Air Emission and Ambient Air Quality Guidelines 2.2 Energy Conservation Guidelines 2.3 Wastewater and Ambient Water Quality Guidelines 2.4 Water Conservation Guidelines 2.5 Hazardous Materials Management 2.6 Waste Management 2.7 Noise 2.8 Contaminated Land 2.9 Culture 2.10 Conservation Guides
3. Environmental Work Program Initiatives	<ul style="list-style-type: none"> 3.1 Energy saving Lighting 3.2 Water Reduction initiatives 3.3 Recycling Waste Materials 3.4 Unplugging power converters overnight 3.5 Reduce greenhouse gas emission 3.6 Tree-Planting 3.7 Wild-life conservation 3.8 Holding Employee Awareness event 3.9 Use of renewable energy
<p>Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies 1.2. evaluated current practices and standards based acceptable level of environmental work standards 1.3. organized environmental standard improvement plans based on workplace policies and procedures 1.4. presented environmental standard improvement plans based on workplace policies and procedures 1.5. promoted approved environmental work initiatives based on workplace policies and procedures
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Environmental Practices 2.2 Environmental Reference Guides 2.3 Corrective action and Follow-up 2.4 Re-Training Needs 2.5 Energy and healthy habits 2.6 Environmental Practices and Standards 2.7 Mitigation requirements 2.8 Environmental Work Initiatives 2.9 Environmental inspection and monitoring techniques 2.10 Notification Requirements
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Critical thinking 3.2 Problem solving 3.3 Observation Skills 3.4 Training Delivery Skills 3.5 Presentation Skills

	<ul style="list-style-type: none"> 3.6 Cost-Benefit Analysis 3.7 Inspection Skills
4. Underpinning attitudes	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Fully equipped guest rooms 5.2 Housekeeping storage areas and all housekeeping 5.3 Equipment required for room cleaning 5.4 Quality materials for performing work activities 5.5 Fire extinguisher 5.6 Uninterrupted power supply 5.7 Workplace/Assessment location 5.8 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 5.9 Case studies/scenarios relating to environmental protection
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Sector Specific Units of Competencies

Unit Code and Title	SUTH009L4V1: Manage Finances and Cost Control
Unit Descriptor	This unit deals with knowledge, skills and attitudes required for manage finances and cost control. Its specifically includes allocating budget resources, monitoring financial activities against budget, identifying and evaluating options for improved budget performance, controlling cost and completing financial reports.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1 Allocate budget resources	1.1 Funds are allocated according to agreed priorities 1.2 Changes in income and expenditure priorities are discussed with colleagues prior to implementation 1.3 All relevant personnel are consulted and informed in relation to resource decisions 1.4 Awareness of the importance of budget control is promoted 1.5 Detailed records of resource allocation are maintained in accordance with enterprise control systems
2 Monitor financial activities against budget	2.1 Actual income and expenditures are checked against <u>budget</u> and at regular intervals 2.2 Financial commitments are included in all documentation to ensure accurate monitoring 2.3 Deviations are identified and reported according to company policy and significance of deviation 2.4 Options for more effective management of deviations are investigated 2.5 Colleagues are advised of budget status in relation to targets within agreed timeframes
3 Identify and evaluate options for improved budget performance	3.1 Existing costs and resources are assessed and areas for improvement are identified 3.2 Desired outcomes are discussed with relevant colleagues 3.3 <u>Research</u> is conducted to investigate new approaches 3.4 Benefits and disadvantages of new approaches are defined and clearly communicated 3.5 Impacts on customer service levels and colleagues are considered when developing new approaches 3.6 Recommendations are presented clearly and logically to the appropriate person/ department
4 Control cost	4.1 Elements of cost is identified 4.2 Elements of costs are compared with estimated cost 4.3 Deviations are determined 4.4 Deviations are analyzed for corrective action 4.5 Cost control strategies are identified 4.6 Recommendations of cost control is documented and

	implemented
5 Complete financial reports	<p>5.1 All required financial reports are completed within designated timelines</p> <p>5.2 Clear and concise information are produced to enable informed decision making</p> <p>5.3 Reports are promptly forwarded to the appropriate person/department</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Budget	<p>1.1 Cash budgets</p> <p>1.2 Departmental budget</p> <p>1.3 Wages budget</p> <p>1.4 Project budget</p> <p>1.5 Purchasing budget</p> <p>1.6 Sales budget</p> <p>1.7 Cashflow budget</p> <p>1.8 Budget for a small business</p>
2. Research	<p>2.1 Discussions with existing suppliers</p> <p>2.2 Sourcing of new suppliers</p> <p>2.3 Evaluation of staffing/rostering requirements</p> <p>2.4 Review of operating procedures</p> <p>2.5 Potential rostering changes</p>
3. Financial reports	<p>3.1 Daily, weekly, monthly transactions and reports</p> <p>3.2 Break-up by department</p> <p>3.3 Occupancy</p> <p>3.4 Sales performance</p> <p>3.5 Commission earnings</p> <p>3.6 Sales returns</p> <p>3.7 Yield management</p> <p>3.8 Commercial account activity</p>
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 demonstrated knowledge of basic budget principles and structures</p> <p>1.2 demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance</p> <p>1.3 demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context</p>
2. Underpinning knowledge	<p>2.1 Basic budget principles</p> <p>2.2 Budget formulation</p> <p>2.3 Financial information system</p> <p>2.4 Managing finances within a budget</p> <p>2.5 Standards for organizational recordkeeping and audit</p>

	<ul style="list-style-type: none"> requirements 2.6 Recordkeeping 2.7 Basic budget principles 2.8 Budget formulation 2.9 Financial information system 2.10 Income and expenditures 2.11 Managing finances within a budget 2.12 Importance of budget control 2.13 Enterprise control systems
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Analytical skills 3.2 Networking skills 3.3 Allocating funds 3.4 Research skills 3.5 Monitoring expenditures 3.6 Calculating profit/loss and cash flow 3.7 Maintaining records 3.8 Improving budget 3.9 Preparing budget report
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace 5.2 Equipment and outfits appropriate in applying safety measures 5.3 Tools, equipment, materials and documentation required 5.4 OSH Policies and Procedures
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Occupation Specific Units of Competencies

Unit Code and Title	OU-HM-01-L4-V1: Perform Planning and Execution
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform planning and execution. It specifically includes the task of setting goal and targets, performing planning and scheduling and accomplishing managerial tasks.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Set goal and targets	1.1. <u>Goal</u> and <u>target</u> are interpreted 1.2. <u>SMART</u> goal is recognized 1.3. Execution plan is prepared as per goal and target 1.4. Execution plan is followed to achieve goal and target 1.5. Goal and targets are achieved as per plans
2. Perform planning and scheduling	2.1 <u>Work plan</u> is explained as per job requirement 2.2 Work plan is prepared according to operational requirements. 2.3 <u>Schedule</u> is prepared and maintained as per work place standard
3. Accomplish managerial tasks	3.1 <u>Managerial tasks</u> are identified 3.2 Managerial tasks are prioritized as per need assessment 3.3 <u>Challenges</u> are mitigated as per workplace standard 3.4 Managerial tasks are performed
Range of Variables	
Variables	Range (may include but not limited to):
1. Goal	1.1 Time based goal 1.2 Performance based goal 1.3 Qualitative goal 1.4 Quantitative goal 1.5 Outcome based goal 1.6 Process oriented goal
2. Target	2.1 Guest Satisfaction Index (GSI)/Guest Review Index (GRI) 2.2 Associates Satisfaction Index (ASI) 2.3 Mistry shoppers audit score 2.4 Safety and security audit score 2.5 Food audit score
3. SMART	3.1 Specific 3.2 Measurable 3.3 Achievable 3.4 Relevant 3.5 Time-Bound
4. Work Plan	4.1 Identify goal 4.2 Write an introduction 4.3 Define the SMART objectives 4.4 List resources 4.5 Identify potential obstacles

	<ul style="list-style-type: none"> 4.6 Assign accountability 4.7 Execute plan
5. Schedule	<ul style="list-style-type: none"> 5.1 Duty roster 5.2 Cleaning schedule <ul style="list-style-type: none"> 5.2.1 Yearly 5.2.2 Monthly 5.2.3 Weekly 5.2.4 Daily 5.3 Maintenance schedule <ul style="list-style-type: none"> 5.3.1 Corrective maintenance 5.3.2 Preventive maintenance 5.4 Checklist schedule <ul style="list-style-type: none"> 5.4.1 Event checklist 5.4.2 Shift wise checklist
6. Managerial tasks	<ul style="list-style-type: none"> 6.1 Delegate work 6.2 Monitor progress 6.3 Troubleshoot problems and issues 6.4 Provide needed resources 6.5 Evaluate efficiency and effectiveness
7. Challenges	<ul style="list-style-type: none"> 7.1 Being understaffed 7.2 Decrease performance level 7.3 Lack of communication 7.4 Poor teamwork 7.5 Pressure to perform 7.6 Time management 7.7 Inadequate support 7.8 Weak workplace culture <ul style="list-style-type: none"> 7.8.1 Job security 7.8.2 Salary/ wages 7.8.3 Excess workload
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 interpreted goal and target 1.2 recognized SMART goal 1.3 prepared and followed execution plan 1.4 prepared work plan and schedule 1.5 identified, prioritized and performed managerial tasks 1.6 mitigated challenges
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Goal and target 2.2 SMART goal 2.3 Work plan and execution plan 2.4 Plan and schedule 2.5 Managerial tasks 2.6 Challenges to perform managerial tasks

3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Interpreting goal and target 3.2 Recognized SMART goal 3.3 Preparing, following and achieving execution plan 3.4 Preparing work plan and schedule 3.5 Identifying and prioritizing managerial tasks 3.6 Mitigated challenges of managerial tasks
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace (simulated or actual) 5.2 Forms and formats 5.3 Learning materials 5.4 Computer 5.5 Paper 5.6 Pen 5.7 Pencils
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-HM-02-L4-V1: Manage Human Resources
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to manage human resources. It specifically includes the task of performing manpower planning and budgeting, conducting selection and recruitment, carrying out performance appraisal and conflict management and coordinating training and development.
Nominal Hours	40 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Perform manpower planning and budgeting	1.1 <u>Manpower planning for hospitality industries</u> are interpreted 1.2 Requirements of manpower planning is recognized 1.3 <u>Steps of manpower planning</u> is stated 1.4 <u>Goal of manpower budget</u> is interpreted 1.5 <u>Factors of manpower budget</u> is illustrated 1.6 Manpower budget is prepared
2. Conduct selection and recruitment	2.1 <u>Selection and recruitment process</u> is interpreted 2.2 Job description of <u>particular positions</u> are made as per workplace standard 2.3 Interview planning is performed 2.4 <u>Selection and recruitment criteria</u> is followed 2.5 Recruitment is performed as per SOP
3. Coordinate training and development	3.1 Training Need Assessment (TNA) is performed 3.2 <u>Steps of training plan</u> is prepared 3.3 <u>Training materials</u> are organized as per plan 3.4 <u>Training</u> is executed as per training calendar 3.5 Training assessment is performed 3.6 Report is prepared and submitted to the concern authority
4. Carryout Performance appraisal	4.1 Performance appraisal is interpreted 4.2 <u>Methods of performance appraisal</u> are recognized 4.3 Performance appraisal process is followed 4.4 Performance report is prepared 4.5 Feedback is given to the associates as per workplace standard
5. Carryout conflict management	5.1 Conflict management is defined 5.2 <u>Strategies of conflict management</u> is interpreted 5.3 Reason of conflict is identified 5.4 <u>Steps to resolve conflict</u> is followed 5.5 Conflicts are resolved as per SOP
Range of Variables	
Variables	Range (may include but not limited to):

1. Manpower planning for hospitality industries	<ul style="list-style-type: none"> 1.1 Front office 1.2 Housekeeping 1.3 Food and beverage production 1.4 Food and beverage service 1.5 Stewarding 1.6 Security 1.7 Sales and marketing 1.8 Human Resource 1.9 Finance 1.10 Information Technology
2. Steps of manpower planning	<ul style="list-style-type: none"> 2.1 Analysis of organizational plans and objectives 2.2 Preparing human resources inventory 2.3 Assessing Future supply and demand 2.4 Matching current supply and demand 2.5 Establishing action plan on manpower
3. Goal of manpower budget	<ul style="list-style-type: none"> 3.1 Use of existing resources 3.2 Efficiency of resources 3.3 Re-organize resources 3.4 Improve productivity of resources
4. Factors of manpower budget	<ul style="list-style-type: none"> 4.1 Internal: <ul style="list-style-type: none"> 4.1.1 Promotion 4.1.2 Bonus 4.1.3 Pay rates 4.1.4 Overtime 4.1.5 Performance incentives 4.2 External: <ul style="list-style-type: none"> 4.2.1 Inflation 4.2.2 Taxation 4.2.3 Social security cost
5. Selection and recruitment process	<ul style="list-style-type: none"> 5.1 Identifying vacancies 5.2 Writing job description 5.3 Advertising /In house resource 5.4 Search and recruitment 5.5 Applicant screening 5.6 Interview process 5.7 Skills assessments 5.8 References and verifications 5.9 Making an offer 5.10 Hiring 5.11 Onboarding
6. Particular positions	<ul style="list-style-type: none"> 6.1 Guest Service Agent (GSA) <ul style="list-style-type: none"> 6.1.1 Room attendant 6.1.2 Waiter 6.1.3 Bell boy 6.1.4 Transport attendant 6.2 Chef 6.3 Steward

	6.4 Finance associate 6.5 HR and Admin associate 6.6 Maintenance technician 6.7 Sales and marketing agent 6.8 Security guard
7. Selection and recruitment criteria	7.1 Experience 7.2 Potential 7.3 Educational qualification 7.4 Soft Skills 7.5 Cultural Fit
8. Steps of training plan	8.1 Define objectives 8.2 Clarify key topics and related concepts 8.3 Organize materials 8.4 Plan delivery techniques 8.5 Assessment plan
9. Training materials	9.1 Note book 9.2 Name card 9.3 Meta plan card 9.4 Flip chart 9.5 Marker pen 9.6 Color paper 9.7 Pen 9.8 Pencil 9.9 Department wise tools and equipment 9.10 Computer/Laptop 9.11 Projector
10. Training	10.1 Class room training 10.2 On the job training 10.3 Cross departmental training 10.4 Internship
11. Methods of performance appraisal	11.1 Management by Objectives (MBO) 11.2 360 Degree Feedback Method 11.3 Assessment Center Method 11.4 Human Resource Accounting Method
12. Strategies of conflict management	12.1 Collaborating 12.2 Competing 12.3 Avoiding 12.4 Accommodating 12.5 Compromising
13. Steps to resolve conflict	13.1 Communicate with the associates 13.2 Actively listen about the conflicts 13.3 Review Options 13.4 End with a best Solution
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 interpreted manpower planning and budgeting 1.2 illustrated factors of manpower budget 1.3 interpreted selection and recruitment process 1.4 made job description of particular positions 1.5 followed selection and recruitment criteria 1.6 performed performance appraisal 1.7 carried out conflict management 1.8 performed TNA 1.9 prepared and executed training plan
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Manpower planning 2.2 Manpower budget 2.3 Job description 2.4 Selection and recruitment 2.5 Interview 2.6 Performance appraisal 2.7 Performance report 2.8 Conflict management 2.9 Training Need Assessment (TNA) 2.10 Training plan and calendar 2.11 Training assessment and report
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Interpreting manpower planning and budgeting 3.2 Preparing manpower budget 3.3 Preparing job description 3.4 Planning interview 3.5 Performing selection and recruitment 3.6 Carrying out performance appraisal 3.7 Carrying out conflict management 3.8 Performing TNA 3.9 Executing training 3.10 Performed training assessment
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace (simulated or actual) 5.2 Forms and formats 5.3 Learning materials 5.4 Training materials and equipment 5.5 Computer 5.6 Stationaries for training
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test

	6.2 Demonstration
	6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre
	7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-HM-03-L2-V1: Operate Property Management System (PMS) Software
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to operate Property Management System (PMS) software. It specifically includes the tasks of practicing PMS software and manage PMS software.
Nominal Hours	65 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Practice PMS software	1.1 Computer is run to operate PMS software 1.2 <u>PMS software</u> is opened using individual user ID and password 1.3 <u>Departmental feature</u> is selected and opened 1.4 <u>Data</u> is entered and retrieved as per SOP 1.5 PMS features are practiced 1.6 <u>Report generation</u> process is practiced
2. Manage PMS software	2.1 <u>Reservation formalities</u> are performed 2.2 Front office features are used 2.3 Housekeeping features are used 2.4 Food and beverage service features are used 2.5 <u>Rate</u> and <u>occupancy management</u> are performed 2.6 Billing and payment processing are carried out 2.7 <u>Night audit report</u> is prepared
Range of Variables	
Variables	Range (may include but not limited to):
1. PMS software	1.1 Opera 1.2 Nice 1.3 Buildium 1.4 Fedilio 1.5 BD touch
2. Departmental feature	2.1 Reservation 2.2 Front Desk 2.3 Cashiering 2.4 Room management 2.5 Accounts 2.6 Commissions 2.7 End of day 2.8 Miscellaneous
3. Data	3.1 Guests information 3.2 Room status 3.3 Room rate 3.4 Floor plan 3.5 Food menu 3.6 Billing
4. Report generation	4.1 Guest arrival 4.2 Guest departure

	4.3 Banquet Event Order (BEO) 4.4 Room assignment 4.5 In house report 4.6 Night audit report
5. Reservation formalities	5.1 Source of reservation 5.2 Guest's name 5.3 Guest's address 5.4 Contact details 5.5 Billing address 5.6 Visit purpose 5.7 Arrival date and time 5.8 Departure date and time 5.9 Room type 5.10 Room preference 5.11 Wake up call 5.12 Payment methods 5.13 Airport pick and drop service 5.14 Special requests
6. Rate	6.1 Rack rate 6.2 Best Available Rate (BAR) 6.3 Corporate rate 6.4 Run of the House (ROH) 6.5 Weekend rate 6.6 Seasonal rate 6.7 Package rate 6.8 Day use rate 6.9 Promotional rate
7. Occupancy management	7.1 Room status 7.2 Wake up call 7.3 Airport pick and drop 7.4 Luggage handling 7.5 Room service
8. Night audit report	8.1 Total revenue 8.2 Department wise revenue 8.3 Total number of guests 8.4 Number of room occupied 8.5 Bill settlement 8.6 Tax report 8.7 Cashier report 8.8 High balance report 8.9 Manager's report 8.10 General Manager's report
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 opened and run PMS software 1.2 entered data and practiced PMS software

	<ul style="list-style-type: none"> 1.3 generated report 1.4 performed reservation formalities 1.5 used different features of PMS 1.6 carried out billing and payment 1.7 prepared night audit report
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 PMS software 2.2 Departmental features 2.3 Different reports 2.4 Reservation formalities 2.5 Rate 2.6 Occupancy management 2.7 Billing and payment 2.8 Night audit report
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Using PMS software 3.2 Selecting departmental feature 3.3 Entering and retrieving data 3.4 Generating report 3.5 Performing reservation formalities 3.6 Performing rate and occupancy management 3.7 Maintaining personal hygiene 3.8 Preparing night audit report
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Tidiness and timeliness 4.5 Respect of peers and seniors in workplace 4.6 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1. Workplace 5.2. Computer 5.3. Software 5.4. Printer 5.5. Learning materials 5.6. Paper 5.7. Pen
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-HM-04-L4-V1: Carryout Sales and Marketing Activities
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to carry out sales and marketing activities. It specifically includes the tasks of designing product and service, performing promotional activities, managing events, performing revenue management and maintaining guest relations.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Design product and service	1.1 <u>Products and services</u> of hospitality industries are interpreted 1.2 Competitor analysis is carried out as per workplace standard 1.3 <u>Product development planning</u> is designed 1.4 <u>Service development planning</u> is performed 1.5 Product and service development is monitored
2. Perform promotional activities	2.1 <u>Promotional activities</u> are identified 2.2 Market survey is carried out 2.3 Promotional activity planning is performed as per workplace standard 2.4 Promotional activities are accomplished
3. Manage Events	3.1 <u>Types of events</u> are interpreted 3.2 Event booking is followed up 3.3 <u>Event planning</u> is performed 3.4 <u>Responsibilities</u> are distributed as per workplace standard 3.5 Event is organized as per planning 3.6 Event is facilitated if organized by third party event management firm 3.7 Rearrangement activities of event elements are monitored 3.8 Cleanliness and tidiness are ensured
4. Perform Revenue management	4.1 Revenue management is defined 4.2 <u>Strategic pillars of revenue management</u> are interpreted 4.3 <u>Profit optimizing policies</u> are planned and applied
5. Maintain guest relations	5.1 <u>Information of guests</u> are preserved as per workplace standard 5.2 Database is prepared as per guest's information 5.3 <u>Promotional offers</u> are proposed to guests through database information 5.4 <u>Motivational arrangements</u> are undertaken to the guest's contact 5.5 Guests relations are maintained as per SOP
Range of Variables	
Variables	Range (may include but not limited to):

1. Products and service	<ul style="list-style-type: none"> 1.1 Accommodation 1.2 Food and beverage 1.3 Banquet hall 1.4 Amusement and recreation 1.5 Transportation 1.6 Spa 1.7 Business center service 1.8 Laundry 1.9 Travel desk 1.10 Souvenir shop
2. Product development planning	<ul style="list-style-type: none"> 2.1 Idea generation 2.2 Research 2.3 Final planning 2.4 Prototyping 2.5 Sourcing 2.6 Pricing 2.7 Commercialization
3. Service development planning	<ul style="list-style-type: none"> 3.1 Room 3.2 Food and beverage 3.3 Laundry 3.4 Entertainment and recreational 3.5 Special offers
4. Promotional activities	<ul style="list-style-type: none"> 4.1 Seasonal promotion 4.2 Themed promotion 4.3 Event-based promotion 4.4 Direct booking promotion 4.5 Partnership/ corporate promotion
5. Types of events	<ul style="list-style-type: none"> 5.1 Social events <ul style="list-style-type: none"> 5.1.1 Wedding 5.1.2 Birthday party 5.1.3 Ceremonies 5.1.4 Picnic 5.2 Business events <ul style="list-style-type: none"> 5.2.1 Conference 5.2.2 Seminar 5.2.3 Product launches 5.2.4 Board meeting 5.2.5 Annual General Meeting 5.2.6 Music festival 5.2.7 Fashion show 5.2.8 Trade shows or expos 5.2.9 Networking events 5.2.10 Job fairs or recruitment events 5.2.11 Team building events 5.2.12 Sport events
6. Event planning	<ul style="list-style-type: none"> 6.1 Visualize the event 6.2 Draw up a budget

	6.3 Develop a timeline 6.4 Prepare action plan 6.5 Double-check the plan 6.6 Evaluate the event
7. Responsibilities	7.1 Housekeeping department for cleaning 7.2 Service department for setting up venue 7.3 Maintenance department for ambiance 7.4 Food and beverage department for preparing and serving food 7.5 Security department for ensuring security 7.6 Finance department for billing and payment 7.7 Sales and marketing department for event coordination
8. Strategic pillars of revenue management	8.1 Analytics 8.2 Market automation 8.3 sales effectiveness
9. Profit optimizing policies	9.1 Guests satisfaction 9.2 Cost control 9.3 Waste control 9.4 Implement green programs
10. Information of guests	10.1 Name 10.2 Professional identity 10.3 Company/ Organization name 10.4 Contact number 10.5 E-mail address 10.6 Postal address 10.7 Date of birth 10.8 Date of anniversary
11. Promotional offers	11.1 Price discount 11.2 Free offers 11.3 Pick and drop offers 11.4 Festival offers 11.5 Gift vouchers 11.6 Free sight seeing 11.7 Entertainment offers
12. Motivational arrangements	12.1 Gifts 12.2 Greetings card/ email
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 interpreted hospitality products and services 1.2 carried out competitor analysis 1.3 designed product and service 1.4 identified and performed promotional activities 1.5 carried out market survey 1.6 managed and monitored events 1.7 performed revenue management 1.8 maintained guest relations

2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Hospitality products and services 2.2 Competitor analysis 2.3 Product and service development planning 2.4 Promotional activities 2.5 Market survey 2.6 Events and types 2.7 Event management 2.8 Revenue management 2.9 Profit optimizing policies 2.10 Guest's information/ database 2.11 Promotional offers 2.12 Motivational arrangements for guest relation
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Interpreting hospitality products and services 3.2 Carrying out competitor analysis 3.3 Designing and implementing product and service plan 3.4 Identifying and performing promotional activities 3.5 Performing market survey 3.6 Interpreting types of events 3.7 Organizing events 3.8 Ensuring cleanliness and tidiness 3.9 Defining revenue management 3.10 Planning and applying profit optimizing policies 3.11 Preparing database for guest's information 3.12 Proposing promotional offers 3.13 Undertaking motivational arrangements for guest's relation
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1. workplace (simulated or actual) 5.2. forms and formats 5.3. Computer 5.4. Printer 5.5. Learning materials 5.6. Paper 5.7. Pen
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment centre

	7.2 Assessment should be done by a NSDA certified/nominated assessor
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Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	OU-HM-05-L4-V1: Execute Managerial Role
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to execute managerial role. It specifically includes the task of performing teamwork, performing leadership role, practicing negotiation skills and motivating team members.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Perform teamwork	1.1 Teamwork is defined 1.2 Team unity is interpreted as per hospitality industries 1.3 <u>Elements of teamwork</u> are interpreted 1.4 Communication with team members are established 1.5 Teamwork is performed
2. Perform leadership role	2.1 Leadership is defined as per hospitality industry 2.2 <u>Types of leadership</u> are recognized 2.3 <u>Challenges of leadership</u> are identified 2.4 Leadership is performed in the workplace
3. Practice negotiation skills	3.1 <u>Negotiation skills</u> are defined 3.2 <u>Rules of negotiation</u> are interpreted 3.3 <u>Negotiation techniques</u> are followed for resolving issues 3.4 Effective negotiation is performed
4. Motivate team members	4.1 Teamwork is encouraged for productivity improvement 4.2 Positive feedback is provided to team members 4.3 Associate's performance evaluation is carried out as per SOP 4.4 <u>Reward</u> is given as per associate's performance 4.5 <u>Development opportunities</u> are given to less performer
Range of Variables	
Variables	Range (may include but not limited to):
1. Elements of teamwork	1.1 Commitment and Trust 1.2 Open Lines of Communication 1.3 Diversity of Capabilities 1.4 Adaptable to Changing Conditions 1.5 Confidence and Creative Freedom
2. Types of leadership	2.1 Democratic 2.2 Autocratic 2.3 Strategic 2.4 Transformational
3. Challenges of leadership	3.1 Honing effectiveness 3.2 Inspiring others 3.3 Developing employees

	<ul style="list-style-type: none"> 3.4 Leading team 3.5 Leadership changed 3.6 Managing stakeholders 3.7 Set goals 3.8 Delegate responsibilities
4. Negotiation skills	<ul style="list-style-type: none"> 4.1 Communication 4.2 Active listening 4.3 Emotional intelligence 4.4 Expectation management 4.5 Patience 4.6 Adaptability 4.7 Persuasion 4.8 Planning 4.9 Integrity 4.10 Rapport building 4.11 Problem solving 4.12 Decision-making
5. Rules of negotiation	<ul style="list-style-type: none"> 5.1 Everything is negotiable 5.2 Know what you want before negotiating 5.3 Aim for a best outcome 5.4 Never believe anyone else is entirely on your side 5.5 Strive to be innocent 5.6 Ask Questions
6. Negotiation techniques	<ul style="list-style-type: none"> 6.1 Be Prepared 6.2 Manage emotions 6.3 Leave Ego 6.4 Listen, Listen and Listen 6.5 Consider leading the discussion 6.6 Use silence effectively 6.7 Ask for advice 6.8 Consider involving an arbitrator 6.9 Know when to compromise 6.10 Request sufficient time
7. Reward	<ul style="list-style-type: none"> 7.1 Financial <ul style="list-style-type: none"> 6.1.1 Increment 6.1.2 Incentives 6.1.3 Promotion 7.2 Non-Financial <ul style="list-style-type: none"> 7.2.1 Certificate 7.2.2 Tour package 7.2.3 Gift hampers 7.2.4 Training facility
8. Development opportunities	<ul style="list-style-type: none"> 8.1 Training

	8.2 Higher education
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 interpreted team work and team unity 1.2 performed team work 1.3 recognized leadership and challenges 1.4 performed leadership role 1.5 performed effective negotiation 1.6 encouraged for productivity improvement 1.7 provided positive feedback 1.8 carried out performance evaluation and appraisal
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Teamwork and team unity 2.2 Team member's communication 2.3 Leadership 2.4 Negotiation skills and techniques 2.5 Positive feedback 2.6 Performance evaluation
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Defining leadership 3.2 Identifying challenges of leadership 3.3 Performing leadership role 3.4 Performing effective negotiation 3.5 Encouraging for productivity improvement 3.6 Providing positive feedback 3.7 Handling best and less performers
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Tidiness and timeliness 4.5 Respect of peers and seniors in workplace 4.6 Communicate with peers and seniors in workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace (simulated or actual) 5.2 Forms and formats 5.3 Computer 5.4 Printer 5.5 Learning materials 5.6 Paper 5.1. Pen
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning

7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Development of Competency Standard

The Competency Standards for National Skills Certificate in Hospitality Management Occupation, Level- 4 is developed by NSDA on 04-08 December 2022.

List of Members

Sl No	Name and Address	Position in the committee
1.	Muhammad Sohel Ahmed Director, Dhaka Regency Hotel & Resort Ltd, Dhaka (CBT Certified Trainer & Industry Assessor) Cell: 01726363716 E-mail: amirsohelbd@gmail.com	Member
2.	Mohammed Afsar Uddin Selection Consultant SAED International Recruitment Company for Hospitality Sector, Uttara, Dhaka Cell: 01732582888 Email: af.hotelier@gmail.com	Member
3.	Md Saidur Rahman Former Executive Chef, Imperial Hotel International, Dhaka (CBT Certified Trainer & Industry Assessor) Cell: 01915805056 Email: saidurr.rahman@gmail.com	Member
4.	Shamima Akter Senior Instructor Bangladesh-korea Technical training center, Darus-salam, Mirpur, Dhaka. Cell: 01710068613 E-mail: aktarshamima17@gmail.com	Member
5.	Sheikh Abu Tareq Coordinator, Institute of Hotel Management & Hospitality, Dhanmondi, Dhaka Cell: 01711704679 Email: sheikhtareq@gmail.com	Member
6.	Syed Azharul Haque Competency Standard Expert, National Skills Development Authority (NSDA) Cell: +880 1711047815 Email: azharulhaque2008@gmail.com	Member

Validation of Competency Standard

The Competency Standards for National Skills Certificate in Hospitality Management, Level-04 is validated by NSDA on 04 January 2023.

List of Members

Sl No	Name and Address	Position in the committee	Signature
1.	Mohiuddin Helal , Chairman, Tourism and Hospitality ISC, Cell: 01819224593 Email: chairman.thisc@gmail.com	Chairperson	
2.	Dr. Santus Kumar Deb Associate Professor & Chairman Department of Tourism and Hospitality Management, Faculty of Business Studies University of Dhaka & Director, TH ISC Cell: 01712930420 Email: santus@du.ac.bd	Member	
3.	M. Messbaul Alam , CEO Speed Holidays, Shyamoli, Dhaka Treasurer, TH ISC Cell: 01776462092 Email: t2bangladesh@gmail.com	Member	
4.	Humayun Kabir Manager, Food & Beverage Operations Vawal Resort and Spa, Gazipur Cell: 01841332565 E-mail: hkabirtongi@gmail.com	Member	
5.	Muhammad Sohel Ahmed Director, Dhaka Regency Hotel & Resort Ltd, Dhaka (CBT Certified Trainer & Industry Assessor) Cell: 01726363716 E-mail: amirsohelbd@gmail.com	Member	
6.	S M Farid Billa Asst. Manager Front Office, Radisson BLU, Dhaka Cell: 01817715137 Email: saif.mahmud17@gmail.com	Member	
7.	Md Saidur Rahman , Former Executive Chef, Imperial Hotel International, Dhaka (CBT Certified Trainer & Industry Assessor) Cell: 01915805056 Email: saidurr.rahman@gmail.com	Member	
8.	Syed Azharul Haque Competency Standard Expert, National Skills Development Authority (NSDA) Cell: +880 1711047815 Email: azharulhaque2008@gmail.com	Member	

Workshop Minutes

Government of the People's Republic of Bangladesh
Prime Minister's Office
National Skills Development Authority
Level: 10-11, Biniyog Bhaban,
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
Email: ec@nsda.gov.bd
Website: www.nsda.gov.bd

Minutes of the Competency Standard Validation Workshop on “Hospitality Management” Level-4

Chairman	: Mr. Mohiuddin Helal, Chairman, TH, ISC
Date	: 4 January, 2023
Time	: 9:00 am - 4:00 pm
Place	: ISC Conference Room, NSDA, Biniyog Bhaban, Agargaon, Dhaka-1207

The Chairman inaugurated the workshop by welcoming the expert participants attended in the workshop. He urges the participants to share their expert opinion to make the standard effective, job market responsive and updated one. During the day-long workshop, the competency standard of “Hospitality Management” occupation was reviewed, modified and finalized in detail. The following changes and modification were made to validate and finalize the competency standard.

Serial No.	Content of validation	Whether it was appropriate		What actions have been taken if not appropriate?
		Yes	No	
1.	Name and level of occupation		No	The name of the occupation has been changed from ‘Mid-Level Managers and Supervisors’ to ‘Hospitality Management’. Level of this CS was considered Level 4.
2.	Nominal Hour	Yes		270 hours
3.	Unit of Competency	Yes		Name of the units were validated without any change.
4.	Element	Yes		Name of the Elements were validated without any change.
5.	Performance Criteria		No	Relevant performance criteria were updated for some elements.
6.	Variables		No	Relevant variables were added, changed and updated.
7.	Critical Aspect of Competence		No	Appropriate changes have been made in the critical aspect of competency as per the change of performance criteria.
8.	Underpinning knowledge		No	Necessary addition, changings and refinements have been made.
9.	Underpinning Skills		No	Necessary addition, changes and refinements have been made.
10.	Attitude	Yes		
11.	Resources	Yes		
12.	Assessment methods	Yes		

13.	Others			<ul style="list-style-type: none"> • The nominal hours of the units of competencies have been readjusted for content consideration. • Overall, the occupation has been included in Level-4 according to NSQF (BNQF 1-6).
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Through the above activities, the Competency Standard has been finalized and validated as **“Hospitality Management, Level-4”**

Chairman
 Committee on Standard and Curriculum Validation
 Chairman – Tourism & Hospitality ISC