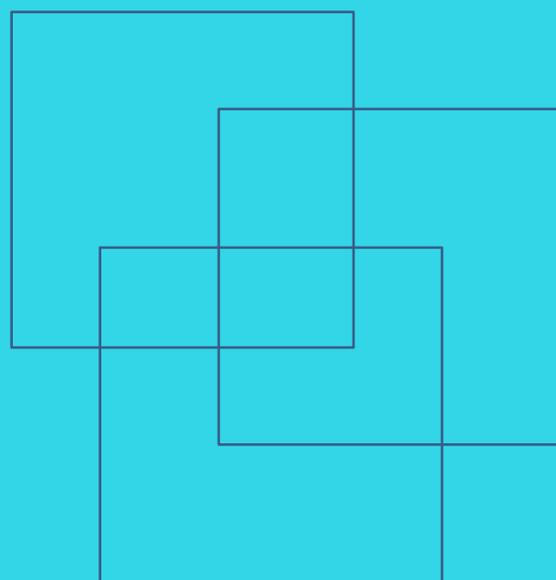


Regional Model Competency Standards Series

Domestic Work



Regional Model Competency Standards: Domestic work

DWT for East and South-East and the Pacific
Regional Office for Asia and the Pacific

Copyright © International Labour Organization 2014
First published 2014

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: pubdroit@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with reproduction rights organizations may make copies in accordance with the licences issued to them for this purpose. Visit www.ifro.org to find the reproduction rights organization in your country.

Regional Model Competency Standards : Domestic Work / Regional Skills Programme, ILO Regional Office for Asia and the Pacific. - Bangkok: ILO, 2014
x, 80 p.

ISBN: 9789221292432; 9789221292449 (web pdf)

ILO Regional Office for Asia and the Pacific, Regional Skills Programme
occupational qualification / job requirement / skill / standard / domestic worker

ILO Cataloguing in Publication Data

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications and electronic products can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland, or ILO Regional Office for Asia and the Pacific, 11th Floor, United Nations Building, Rajdamnern Nok Avenue, Bangkok 10200, Thailand, or by email: BANGKOK@ilo.org. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org

Visit our website: www.ilo.org/publns or www.ilo.org/asia

Printed in Thailand

Preface

Domestic workers form a significant proportion of the migrant workforce in the region. It is calculated that in 2010 approximately 21.5 million people or 40.8 per cent of global domestic workers (ILO, 2013) were employed as domestic workers in Asia and the Pacific. Promoting decent work for domestic workers requires concerted efforts, and the skills development and recognition of domestic workers play an important part in meeting this challenge.

The need to improve the quality and effectiveness of the training systems remains a major challenge for many countries in the Asia-Pacific region. The skills of workers is critical to enterprises' productivity and competitiveness, as well as workers' own employability. Much effort has been made to improve the relevance of the training systems, to ensure that the skills that workers possess meet the needs of the workplace.

The establishment of the ASEAN Economic Community (AEC 2015), with the goal of creating economic integration, a single market production base, and the freer flow of skilled labour in the region, has increased the importance of recognizing the skills of migrant workers by both sending and receiving countries.

To help accelerate the improvement of the training systems and the mutual recognition of skills (MRS), the ILO has developed, in consultation with employers, governments and workers, the Regional Model Competency Standards (RMCS). These have been developed in identified priority areas and in a simplified format.

Competency standards are a set of benchmarks that define the skills, knowledge and attributes people need to perform a work role. They are developed in consultation with industry, in order to ensure they reflect the needs of the workplace. Competency standards form the basis upon which training and assessment can be implemented to a standard that the industry recognises and trusts. Competency standards are primarily used to develop and implement training, to assess the outcomes of training, and to assess the level of a person's existing skills and competencies.

These RMCS are designed to be used as a basis for developing national standards and as a regional reference point. The RMCS will benefit those countries that are in the process of developing standards or reviewing existing national standards in light of similar standards available in the region. As the RMCS provide a basis for developing national competency standards, countries can avoid the duplication of effort in developing standards from scratch. By providing a regional reference for the competency standards, I also hope that the RMCS will be used for ASEAN regional integration, through the facilitation of the mutual recognition of skills of workers across borders.

The development of the RMCS for domestic workers is timely and critical. The ILO is committed to promoting decent work for domestic workers. Addressing the vulnerability and

poor working conditions of domestic workers was the subject of the major discussion at the International Labour Conference in 2011 that led to the adoption of the Domestic Workers Convention (No.189), promoting decent work for them.



Yoshiteru Uramoto
Regional Director for Asia and the Pacific

Table of contents

	Page
Preface	iii
Acknowledgments	vii
Glossary	ix
Introduction	1
Labour mobility and the need for recognition.....	1
Training systems and the need for improvement	2
Domestic work	2
Purpose of the RMCS.....	3
Content	3
Template for the RMCS	4
Functional area A - Core competencies	6
DS-A1 Communicate effectively in a domestic work environment	6
DS-A2 Work in a socially and culturally diverse workplace.....	9
DS-A3 Maintain health, safety and security in a domestic work environment.....	12
DS-A4 Plan, organise and manage own work	15
DS-A5 Undertake calculations relevant to domestic work	18
DS-A6 Use a language other than the local language to communicate in a domestic work setting	20
Functional area B - Domestic cleaning and basic housekeeping	22
DS-B1 Apply basic cleaning principles to perform cleaning tasks.....	22
DS-B2 Clean and maintain bedrooms and living areas	25
DS-B3 Clean and maintain bathrooms and toilet facilities	28
DS-B4 Wash cloths, linens and fabrics.....	31
DS-B5 Iron and store laundered items	33
DS-B6 Clean and operate basic household equipment	35
Functional area C – Cooking and food handling	37
DS-C1 Clean and maintain food preparation, storage and service areas	37
DS-C2 Follow basic food safety practices	42
DS-C3 Organize and prepare basic food in a domestic setting.....	46
DS-C4 Serve food and beverage	50
Functional area D – Caring for infants and children	53
DS-D1 Work effectively with families to provide care and support for infants and children ...	53
DS-D2 Provide care and support for infants and/or toddlers in a household.....	56
DS-D3 Provide care and support for children in a household.....	60
Functional area E - Caring for elderly people	64
DS-E1 Provide support to elderly people to meet personal care needs	64
DS-E2 Assist client with medication	68

Functional area F - Caring for household pets and plants.....	72
DS-F1 Provide care for pets in a household.....	72
DS-F2 Provide care for plants in a household.....	77
Reference	80
Useful reference.....	80

Acknowledgments

The Regional Model Competency Standards (RMCS) for domestic workers was produced as a result of a collaborative effort between a number of dedicated individuals who contributed their time and expertise through a consultative process.

The ILO specialist team led by Ms Akiko Sakamoto, ILO Specialist on Skills and Employability, who supervised throughout the development of the RMCS for domestic workers. Ms Carmela Torres, ILO Senior Specialist on Skills and Employability, led the overall development of the RMCS. Ms Shaonee Rahman, an ILO consultant, took on the challenge of drafting the document by drawing on and synthesizing the contents of several existing national skills standards on domestic work. The development of this RMCS benefitted greatly from the concepts and approaches contained in the relevant national competency standards of Australia, India, New Zealand, Philippines and Sri Lanka. The draft was then presented at a validation workshop whereby participants provided invaluable comments and insights. The vital contribution of delegates from Bangladesh, Hong Kong (China), Cambodia, India, Indonesia, the Philippines, Singapore and Thailand, representing the various sectors, including government, trade unions, employers' organizations, training institutions, and non-governmental organizations, were consolidated and integrated into the final version.

The following participating organizations are gratefully acknowledged for their contributions in finalizing the RMCS; including the Bureau of Manpower, Employment and Training (BMET), and Bangladesh Technical Education Board (BTEB) from Bangladesh; Ministry of Manpower Centre from Singapore; Domestic Worker Leader, Federation of Asian Domestic Workers Union (FADWU), International Domestic Workers Federation from Hong Kong(China); Domestic Workers Rights Union from India; Ministry of Labour and Vocational Training, Culinary Department, National Polytechnic Institute of Cambodia from Cambodia; National Network for Domestic Workers Advocacy from Indonesia; Department of Skills Development (DSD), Ministry of Labour from Thailand; and, Federation of Free Workers (FFW), Employers Confederation of the Philippines (ECOP), Social and Educational Center Sector, Religion of Mary Immaculate (RMI), Bureau of Workers with Special Concerns (BSWC), Migrant Forum in Asia (MFA), Samahan Ugnayan ng mga Manggagawa Pantahanan sa Pilipinas (SUMAPI), Visayan Forum Foundation (VFF), Alliance Progressive of Labor (SENTRO), Department of Labor and Employment (DOLE) from the Philippines. We also considerably appreciated the Technical Education and Skills Development Authority (TESDA), Philippines, through their active participation, and in particular, the contributions of Ms Irene Issac, Deputy Director General and Ms Imelda Taganas, Executive Director, Qualifications and Standards Office, who provided continuous support in the development of the RMCS including hosting and co-facilitating the validation workshop in Manila in November 2013. TESDA has developed the competency standards for household services which is used as one of the key references in developing these RMCS.

The finalized RMCS do not, however, necessarily represent the views of the participants or the individual contributors.

Finally, we extend our thanks to Ms Sandii Chan, an ILO consultant, who provided vital technical comments on the earlier draft, facilitated the validation workshop and finalized the draft standards. Critical technical and programming support was also provided by Ms Neline Haspels, Ms Suttida Chaikitsakol, Ms Ma Concepcion Sardana and Ms Ana Liza Valencia, ILO. Ms Katherine Caballes delivered thorough administrative support for the validation workshop. Ms Wendy Wyatt, ILO TVET consultant, provided expert content and editing on the final draft. In addition, Ms Wilawan Wiseschinda and Ms Ruttiya Bhula-or formatted and finalized this publication.

Glossary

Competency

The ability to perform particular tasks and duties to the standard of performance expected in the workplace, applying all relevant skills, knowledge and attitudes consistently over time in the required workplace situations.

Unit of competency

An agreed statement of the skills and knowledge required for effective performance of a particular job or job function.

Competency standards

Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation.

Attainment of competency

Competencies may be gained in a number of ways including through:

- formal or informal education and training;
- experiences in the workplace;
- general life experience; and/or
- any combination of the above.

A short title that summarises the main job function covered by the unit, accompanied by an alpha-numeric code that follows ILO guidelines.

Unit descriptor

The descriptor is a short statement giving a more detailed description of the job function covered by the unit.

Elements of competency

Elements of competency are the major functions and tasks that make up the competency.

Performance criteria

The performance standard or tasks that are involved in each of the relevant job functions. Critical terms or phrases may be written in bold italics and then defined in Range statement, in the order of their appearance in the performance criteria.

Critical skills and essential knowledge

Brief statements that outline key skills and required knowledge for the job function covered by this unit. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe how the knowledge is converted to a workplace outcome.

Evidence guide

The Evidence guide information to the assessor about how the competency may be demonstrated, such as conditions and context of assessment, suitable methods of assessment and resource implications.

Range statement

A range statement is a brief statement that clarifies the scope and range of performance, including clarification on contexts, operations and equipment referred to in the performance criteria. As applicable, the meanings of key terms used in the performance criteria are also explained in the range statement.

Introduction

National competency standards play an important and increasing role in skills development and recognition in the Asia-Pacific region, as they do in many other parts of the world. They are a guide to the range of skills and knowledge required for a whole industry. Competency standards can be flexibly combined into jobs and occupations. They are the common basis for training programmes, skills assessment and certification in many countries.

Competency standards, when recognized nationally, or across a cluster of nations, can form a key component in assisting the mobility of skilled labour. As part of a quality assurance system, the assessment of a person's skills against accepted benchmarks means those skills can be applied in other similar work. Potential employers can feel confident in the level of competencies workers claim to have. Workers returning from employment in other countries can have the skills they gained working there formally recognized. The Regional Model Competency Standards (RMCS) are the reference standards at the regional level that can be used in various ways to underpin efficient and effective skill development. In addition, they are considered to be essential tools to protect migrant workers, their rights and to ensure their better reintegration.

Labour mobility and the need for recognition

The labour market in Asia is characterised by a high level of worker migration, within the region and to external countries. In 2013, Asia accounted for 31 per cent of the global international migrant stock (UN, 2013). Many developing countries have come to rely heavily on remittances sent from individuals working abroad to their families at home. Remittances in the 2010s are now nearly three times the size of official development assistance and larger than private debt and portfolio equity flows to developing countries. The importance of remittances as a source of foreign currency earnings is increasing, particularly in South Asia (World Bank, 2013).

Many migrants do have skills that were acquired in their home country but not all of their skills are necessarily formally certified. This reduces their prospect for employment and better working conditions that correspond with their skills. Upon their return, there is little opportunity to have their newly acquired skills and work experience formally acknowledged. These are missed opportunities in capitalizing on the wealth of new learning and skills the workers bring back. This scenario impacts negatively on the individual worker's future employment prospects both within the region and outside. It also impedes their country's capacity to build a skilled and qualified workforce.

Training systems and the need for improvement

Training systems in the Asia and the Pacific region are often criticized on the basis that there is a mismatch between the skills offered and the needs of workers and employers. This means that some people are learning skills that are not needed by industry and training organizations and are wasting their limited resources receiving training that is not used. This is a serious problem for any country, as it holds back development and growth in productivity and employment.

The RMCS were developed in a simplified format so that they could be used in discussions between stakeholders to reduce this mismatch. The competencies are designed so that they can be modified to meet the specific requirements of an employer, job or workplace. Some competency elements will need to be added or deleted depending on the local requirements. This review process must take place to ensure the relevancy of any learning, training or assessment strategy based on the standards.

Domestic work

Domestic workers represent a huge number of workers migrating within South-East Asia and to external countries, particularly to more industrialised Asian countries such as Singapore and Malaysia and to the Arab Gulf States. Since the 1970s, there has been an increasing number of women migrating for work, particularly within Asia. In 2010, it was estimated that approximately 21.5 million people were employed as domestic workers in Asia and the Pacific, with most from Asian countries. This number represents a substantial increase since 2008 of 13.8 million (ILO, 2013).

Over 80 per cent of domestic workers are female. Considerable numbers are employed illegally, as domestic work tends to fall into the informal employment sector. Domestic workers are among the most vulnerable groups of workers and many have faced low wages, excessively long hours, no guaranteed weekly day of rest and at times are vulnerable to abuse or restrictions on freedom of movement. A domestic worker may work on full-time or part-time basis; may be employed by a single household or by multiple employers; may be residing in the household of the employer (live-in worker) or may be living in his or her own residence (live-out). A domestic worker may be working in a country of which she/he is not a national, thus referred to as a migrant domestic worker.

Domestic work may include tasks such as cleaning the house, cooking, washing and ironing clothes, taking care of children, or elderly or sick members of a family, gardening, guarding the house, and even taking care of household pets. In developing these RMCS, the ILO has selected the most common task areas which domestic workers are engaged to undertake.

Purpose of the RMCS

These competency standards were developed as a basis for identifying skills needed in the workplace, so that training and assessment resources can be developed and individuals tested against the standards. Training resources might include a curriculum, test projects, learner guides, texts, references, teaching strategies, group activities and an assessment system that can be used to determine competence in each unit of competency.

The standards can also be used in many other ways as a reference material, for example, for recruitment and development of job descriptions. The complete sets of competency standards included in these RMCS, however, do not represent a common job description or expectation of the work performance of every domestic worker. Each job of a domestic worker should be negotiated as part of their employment contract and different levels and complexities of tasks and responsibilities should be reflected in working conditions including wages.

Different countries will have different customs and any training provided should reflect these different customs and expectations. Similarly, there will be different legislation and government regulations that apply in different countries and regions and these also must be taken into account in designing training programmes. It is, therefore, important that the effort in developing and updating national competency standards form not only a part of skills development initiatives for domestic workers but also a part of the broader effort in promoting their decent work.

Content

The RMCS are grouped functionally and not along the line of jobs or occupations. This enables the users of the RMCS to tailor make their own ‘competency standards for domestic workers’ by selecting and grouping the units of competencies from the RMCS to better fit their national and local understanding and situations. The standards define a general framework for the critical skills, knowledge and attitude that equip and/or certify domestic workers to undertake domestic work, regardless of location or household size.

These RMCS are meant to be a reference and should be modified to meet the specific requirements of a particular employer, job, workplace or country’s education and training system. Additional performance elements could be added or deleted to match the local requirements. Similarly, any special “performance standards” can be modified or added to match enterprise requirements or government regulations that apply in different countries and regions.

The RMCS for domestic workers include both generic competencies (Functional area A: Core Competencies), and vocational and technical competencies (Functional areas: B-F). Above all, the critical skills and knowledge that would help protect and strengthen the position and

working conditions of domestic workers, promote their safe and green work practices, form critical parts of the RMCS. Not all of these requirements are structured as separate functional areas, but they are mainstreamed throughout the whole RMCS.

Template for the RMCS

The template used follows the model of unit description applied in various countries in Asia and the Pacific as well as the other RMCS developed by the ILO. Each unit of competency describes the skills a worker applies when performing the identified task or role, as well as the underpinning skills, knowledge and attitudes the worker needs to perform the task effectively.

Individual units define the competency outcomes necessary for a particular area of work. It is the combination of a number of units that describes a whole job role. The combination of units also captures the need to manage different tasks simultaneously and to adapt to different workplace environments and situations.

These RMCS have been divided into six functional areas, which are comprised of 23 units of competency. These are summarised in the table following.

Functional area	Code	Unit title
A Core competencies	DS-A1	Communicate effectively in a domestic work environment
	DS-A2	Work in a socially and culturally diverse workplace
	DS-A3	Maintain health, safety and security in a domestic work environment
	DS-A4	Plan, organize and manage own work
	DS-A5	Undertake calculations relevant to domestic work
	DS-A6	Use a language other than the local language to communicate in a domestic work setting
B Domestic cleaning and basic housekeeping	DS-B1	Apply basic cleaning principles to perform cleaning tasks
	DS-B2	Clean and maintain bedrooms and living area
	DS-B3	Clean and maintain bathrooms and toilet facilities
	DS-B4	Wash cloths, linen and fabrics
	DS-B5	Iron and store laundered items
	DS-B6	Clean and operate basic household equipment
C Cooking and food handling	DS-C1	Clean and maintain food preparation, storage and service areas
	DS-C2	Follow basic food safety practices
	DS-C3	Organize and prepare basic food in a domestic setting
	DS-C4	Serve food and beverage
D Care for infants and children	DS-D1	Work effectively with families to provide care and support for infants and children
	DS-D2	Provide care and support for infants and/or toddlers in a household
	DS-D3	Provide care and support for children in a household
E Care for elderly people	DS-E1	Provide support to elderly people to meet personal care needs
	DS-E2	Assist client with medication
F Care for household pets and plants	DS-F1	Provide care for pets in a household
	DS-F2	Provide care for plants in a household

Functional area A - Core competencies

DS-A1 Communicate effectively in a domestic work environment

Unit details

Functional area A

Core competencies

Unit title

Communicate effectively in a domestic work environment

Unit code

DS-A1

Description

This unit describes the skills and knowledge required to communicate verbally and in writing, with employers, other workers, and the public in a domestic work related environment.

Elements of competency

Performance Criteria

1. Use effective communication techniques to work effectively in a domestic work setting

1.1 **Effective communication** is made with employer and fellow workers, when providing and receiving instructions and information.

1.2 **Verbal and written**, contracts and other work-related documents are received and interpreted accurately.

1.3 Verbal and written, contracts and other work-related documents are explained and discussed.

1.4 Questions are used effectively, to gain additional information and to clarify understanding.

2. Complete work-related documentation and reporting

2.1 **Work-related documentation** and requirements are interpreted and responded to correctly.

2.2 Information from a range of sources is gathered and interpreted correctly, using a variety of communication methods.

2.3 **Verbal and written reports** are made clearly, concisely and accurately.

3. Use basic negotiation techniques to resolve issues in a domestic work setting

3.1 Facts relevant to work related grievances are identified.

3.2 Contract issues and/or work related grievances are communicated to relevant parties.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- produce clear and understandable written/verbal/drawn communication;
 - provide prompt responses to requests for information; and
 - use communication methods appropriate to the audience.
-

Critical skills

The ability to:

- identify communication requirements;
- identify concerns related to contract and or job description;
- negotiate scope of work and working conditions;
- relate to people from diverse backgrounds and people with diverse abilities;
- request advice, to give/receive feedback and to work with others;
- select and use methods appropriate to communication tasks; and
- understand and process basic workplace documentation.

Essential knowledge

- Advantages and disadvantages of different modes of communication (e.g. written and non-verbal)
 - Communication methods relevant to the workplace and the work role
 - Effective communication while working with others
 - Legal rights related to contract, job description, working conditions, roles and responsibilities
 - Work-related documentation requirements
-

Range statement

Effective communication may include:

- Active listening, verbal and written communication required to work effectively in a domestic work setting

Verbal communication may include:

- Giving and receiving verbal instructions
- Informal discussions
- One to one communication
- Small group e.g. work team communication
- Use of the telephone, mobile phones and intercoms

Written communication may include:

- Internet/ email
- Short messages/texting
- Signage
- Written instructions

Work-related documentation and reports may include:

- Contracts and job descriptions
- Verbal and written reporting as well as documents and forms required to be filled out by Government (host and native in case of migrant workers) or Employment agencies

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-A2 Work in a socially and culturally diverse workplace

Unit details

Functional area A

Core Competencies

Unit title

Work in a socially and culturally diverse workplace

Unit code

DS-A2

Description

This unit describes the skills and knowledge required by people working in the domestic work industry in foreign countries or in the households of foreign nationals.

Elements of competency

Performance criteria

- | | |
|---|---|
| 1. Develop awareness of social and cultural differences | 1.1 Social and cultural differences in the workplace and their implications for self as a domestic worker are identified. |
| | 1.2 Strategies to mitigate socio-cultural differences in a domestic work setting are identified. |
| 2. Work effectively with people from different cultures | 2.1 Communication is established with clients (employer) and co-workers from diverse backgrounds in a manner that recognises and respects both parties. |
| | 2.2 Awareness of socio-cultural differences, including differences in manners and acceptable social behaviours and food customs is demonstrated. |
| | 2.3 Attempts are made to overcome language barriers . |
| | 2.4 Cross-cultural misunderstandings are dealt with sensitively and in awareness of the varying backgrounds people come from. |
| | 2.5 Attempts are made to overcome discriminatory practices. |
-

Evidence guide

The focus of this competency will vary depending upon the cultural context of the workplace and the cultural background of the individual. Assessment should take account of the cultural variances and requirements that apply in particular situations.

Evidence of competence should relate to different communication and customer service contexts and may need to be collected over a period of time.

Critical skills and knowledge

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- communicate effectively with employers and co-workers from a broad range of backgrounds as required for the relevant job role;
- have basic knowledge of relevant international labour standards and conventions;
- have knowledge of what it means to be “socially” and ‘culturally aware’ in a non-discriminatory manner;
- have principles and norms that underpin cultural awareness; and
- recognise the different social and cultural groups in the particular society.

Range statement

Social and cultural differences may include, for example:

- Age
- Cultural and religious customs and norms
- Disabilities
- Family obligations
- Family structure
- Forms of address
- Gender
- Language
- Language spoken
- Levels of formality/informality
- Non-verbal behaviour
- Personal grooming
- Product preferences
- Race
- Recognised holidays/customs
- Sexual preference
- Social class
- Special needs
- Work ethics

Attempts to overcome language barriers may be made to:

- Answer simple enquiries
- Describe goods and services
- Give simple directions
- Give simple instructions
- Meet and greet/farewell employer
- Prepare for, serve and assist employer

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-A3 Maintain health, safety and security in a domestic work environment

Unit details

Functional area A

Core Competencies

Unit title

Maintain health, safety and security in a domestic work environment

Unit code

DS-A3

Description

This unit of competency describes the skills and knowledge required to maintain health, safety and security in a domestic work environment.

Elements of competency Performance criteria

1. Plan and prepare for safe work practices

1.1 Safety requirements and **hazards relevant to own work** role are identified, including duty of care and own responsibility to comply with safe work practices.

1.2 Safe work preparedness and professional personal presentation (including the wearing of appropriate personal protective clothing where appropriate) and maintenance of personal grooming are ensured.

1.3 Strategies and procedures to be observed in case of an emergency are identified and prepared for.

2. Use safe work practices to carry out work

2.1 Safe work practices, procedures and instructions are followed in performing domestic work.

2.2 **Hazards and emergency situations** relevant to domestic work are identified and preventive/corrective measures are applied where possible-

2.3 **Fire-safety equipment** and exit points are located and used, if required.

3. Maintain safe work area

3.1 Work area is cleared following activity, and materials disposed of, reused or recycled according to need.

3.2 Tools and equipment are cleaned, checked and stored and needed repairs reported to employer.

4. Ensure personal safety and security	4.1 The risks associated with travel and local/foreign employment is identified and strategies to mitigate these risks are developed.
	4.2 Awareness of employees' rights and responsibilities at work is demonstrated
	4.3 Awareness of reporting/grievance procedures and support systems in case of a safety or security breach as well as violation of employee rights is demonstrated.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- access help in the case of a personal safety and security breach;
- assess risks in the domestic work situation ;
- correctly select and use personal protective equipment;
- locate and identify workplace fire exit/s;
- locate, interpret and apply requirements for safe workplace practices;
- perform work in manner that does not cause harm to you and others; and
- understand follow domestic work related emergency responses and evacuation procedures.

Critical skills

The ability to:

- communicate clearly, confirm requirements, share information and listen and understand;
- identify workplace safety issues and determine appropriate action;
- recognise and report hazards, risks and faults in equipment; and
- understand and interpret work safety instructions.

Essential knowledge

- Domestic work related and equipment safety requirements
- Domestic work related requirements relating to safety
- Domestic work related response to emergencies
- Domestic work related risk assessment, hazards and their precautions and reduction
- Manual handling techniques
- Rights and responsibilities of domestic workers
- Whom to contact/report to in case of domestic work related emergencies or personal safety risks

Range statement

Hazards relevant to own work may include:

- Animal bites
- Bullying and harassment, including sexual harassment
- Dust and air pollutants
- Electricity and water
- Excessively hot and cold environments
- Explosion
- Hazardous substances
- Inadequate rest
- Infections and contagious illnesses
- Manual handling/lifting practices
- Poor storage of materials and waste
- Substance and alcohol abuse at work safety breaches

Hazards and emergencies may include:

- Chemical spills
- Epidemics/disease outbreaks
- Fire
- Gas leaks
- Home intrusion
- Injury to self or personnel
- Natural calamities
- Vehicle accidents

Fire-safety equipment may include:

- Fire blankets
- Fire extinguishers
- Fire hoses
- Fire-fighting equipment

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-A4 Plan, organise and manage own work

Unit details

Functional area A

Core Competencies

Unit title

Plan, organise and manage own work

Unit code

DS-A4

Description

This unit describes the skills and knowledge required to plan and organize own work activities and priorities in a domestic work environment.

Elements of competency Performance criteria

1. Plan and prioritise work

1.1 Task requirements are identified in accordance with job role/description and required standard.

1.2 Tasks are timed and prioritised to ensure most efficient and effective use of time and available resources.

1.3 Priorities and deadlines are discussed and agreed with **others involved or affected by the work.**

2. Organise work activities

2.1 Sufficient time is allocated to perform work and achieve expected outcomes.

2.2 Impediments to achieving expected work outcomes are identified and communicated.

2.3 Communication is maintained with others involved in or affected by the work activity.

2.4 Information and **resources needed to perform the work effectively** are sourced and communicated to the employer-

3. Manage work performance

3.1 Work is regularly checked against job standards.

3.2 Gaps in work performance are identified and suggestions sought from others involved or affected by the work.

3.3 Suggested improvements are considered and implemented to address performance gaps, where relevant.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- plan, organise, manage own work activities; and
- seek and act on feedback from people involved or affected by the work.

Critical skills

The ability to:

- communicate with others about work requirements and activities;
- manage time effectively;
- Plan, schedule and organise work activities ;
- problem-solve in order to resolve routine problems;
- review plans, activities and own work; and
- seek feedback from relevant people about work performance.

Essential knowledge

- Job role and expectations
- People affected by and relevant to job tasks and activities
- Work related standards and operating procedures

Range statement

Others involved or affected by the work may include:

- Employer
- Co-workers
- Members of household
- Neighbours

Resources to perform work effectively may include:

- Adequate financial resources
- Adequate instruction
- Adequate time
- Equipment
- Job standards
- Machinery
- Protective clothing and equipment
- Tools
- Work instructions

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-A5 Undertake calculations relevant to domestic work

Unit details

Functional area A

Core Competencies

Unit title

Undertake calculations relevant to domestic work

Unit code

DS-A5

Description

This unit describes the skills and knowledge required to determine and apply basic mathematical concepts in a domestic work related environment.

Elements of competency Performance criteria

1. Identify need for undertaking calculations	1.1 Needs for calculation within a domestic setting are identified.
	1.2 Questions are used effectively to gain additional information and to clarify understanding.
	1.3 Basic mathematical calculation techniques appropriate to work needs are identified.
2. Apply appropriate mathematical calculation techniques	2.1 Calculations relevant to domestic work are performed and recorded accurately, using appropriate tools .
	2.2 Results are checked for errors and re-calculated if necessary.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- check and verify correctness of results of calculations; and
 - identify and use basic mathematical calculations/ techniques appropriate to the problem.
-

Critical skills

The ability to:

- identify requirements, within domestic settings, where application of basic mathematical calculations are required; and
 - understand, select and use mathematical calculations/techniques appropriate to domestic tasks.
-

Essential knowledge

- Basic mathematical techniques
 - Tools and devices used in performing basic mathematical techniques.
-

Range statement

Needs for calculation may include:

- Checking wages, overtime, monetary benefits, expenses, holiday pay, etc.
- Identifying need for replenishing ingredients and raw materials, cleaning products, chemicals and supplies
- Reading recipes and ingredient lists
- Using currency in basic financial interactions
- Weighing and measuring chemicals and supplies for domestic use
- Weighing and measuring ingredients for cooking

Mathematical calculation techniques may include:

- Basic mathematical operation- addition, subtraction, multiplication and division
- Conversion
- Measurement

Appropriate tools may include:

- Calculators
- Computers and spreadsheets
- Conversion tables
- Measuring/recording tools and devices
- Notebooks
- Pens and papers
- Tables of formulas

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-A6 Use a language other than the local language to communicate in a domestic work setting

Unit details

Functional area A

Core Competencies

Unit title

Use a language other than the local language to communicate in a domestic work setting

Unit code

DS-A6

Description

This unit describes the skills and knowledge required to communicate in a language other than the local language, in a domestic work related environment.

Elements of competency Performance criteria

1. Identify the language needed for communication	1.1 Need for basic communication in a language other than the local language , within a domestic setting, is identified.
2. Use language effectively to communicate in different situations	2.1 Language is used to meet basic communication needs within a domestic setting. 2.2 All communications are repeated, paraphrased and clarified as necessary to avoid misunderstanding and to explain difficult points.
3. Use language effectively to communicate in difficult situations	3.1 Need for assistance is identified and sought from others in order to better respond to the situation or problems. 3.2 Appropriate apologies and expressions of regret, specific to language and culture are conveyed for the situation.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- identify and use language appropriate to a variety of domestic work situations.

Critical skills

The ability to:

- understand, select and use language appropriate to the community and the domestic work situation-

Essential knowledge

- Basic language (verbal and non-verbal; spoken or written) and communication needs
- Language applications appropriate for identified needs

Range statement

Needs for basic communication may include:

- Asking for directions, prices of products and services
- Communicating and clarifying simple instructions
- Communicating completion of domestic tasks and seeking feedback on performance
- Communicating during emergencies and work-related concerns
- Convey apologies and expressions
- Greetings and introductions

Language other than the local language may include but is not limited to:

- Arabic
- Bahasa Indonesian
- Chinese (Mandarin, Cantonese)
- English
- Malay
- Thai

The following resources must be provided:

- Access to interpretation/translation services and resources from government and non-governmental organizations (NGOs)
- Language-related tools and facilities such as dictionaries, translation guides, translated materials, on-line translation, etc.

Competency may be assessed through a combination of:

- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

Functional area B - Domestic cleaning and basic housekeeping

DS-B1 Apply basic cleaning principles to perform cleaning tasks

Unit details

Functional area B	Domestic cleaning and basic housekeeping
Unit title	Apply basic cleaning principles to perform cleaning tasks
Unit code	DS-B1

Description

This unit describes the skills and knowledge required to perform basic cleaning tasks safely and appropriately.

Elements of competency Performance criteria

1. Identify basic cleaning needs in a household environment	1.1 Cleaning requirements in a household environment, relevant to the task, are identified. 1.2 Components of cleaning task are identified, planned and standard of performance clarified with relevant people such as employer or work supervisor.
2. Prepare to perform cleaning task	2.1 Relevant cleaning equipment and methods are identified and the most appropriate ones chosen depending on components of cleaning task. 2.2 Cleaning agents and supplies appropriate for the task are identified. 2.3 Personal protective equipment (PPE) relevant to cleaning tasks are identified and worn.
3. Perform cleaning task	3.1 Cleaning task is safely performed according to instructions and specifications . 3.2 Equipment and cleaning agents used in performing cleaning task are used in a safe manner and according to instructions provided by the manufacturer.
4. Dispose waste and store cleaning items	4.1 Dirt, waste and soilage from cleaning task are disposed safely, hygienically and in an environmentally conscious manner.

4.2 Cleaning agents and supplies are replenished where necessary.

4.3 Work area is cleaned and cleaning items and supplies are stored in their designated places.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- identify cleaning needs;
- make appropriate choice of cleaning method and equipment;
- perform cleaning tasks according to instruction and specification; and
- select appropriate cleaning agent and supplies.

Critical skills

The ability to:

- dispose household waste according to type;
- identify and differentiate between cleaning needs;
- identify appropriate and safe cleaning methods and equipment;
- identify appropriate cleaning agents and supplies;
- identify personal safety needs when cleaning;
- use different cleaning agents and supplies suited to household cleaning; and
- use different cleaning methods and equipment suited to household cleaning.

Essential knowledge

- Alternative ways of performing household cleaning tasks and their respective merits and demerits
 - Available cleaning agents and supplies and their appropriateness to different cleaning needs
 - Different types of cleaning needs within a household setting
 - Personal safety needs when cleaning
 - Safe disposal procedures for household wastes
 - Safe handling procedures of different cleaning agents and chemicals
 - Sorting and recycling of appropriate waste products
-

Range statement

Cleaning requirements may include cleaning of:

- Floors and other surfaces such as wood, tiles and carpets etc.
- Furniture and Appliances e.g. refrigerators and freezers, ovens, microwaves, food mixers
- Upholstery, including covers of sofas, lounges and cushions
- Windows, frames and glass panels

Components of cleaning may include:

- Cleaning agents, equipment, supplies, start and finish times

Cleaning equipment may include:

- Extension rod/handle
- Manual- sweeping equipment, mopping equipment, vacuum cleaner etc.

Cleaning agents may include:

- Neutral detergents, acid and alkaline based detergents, disinfectants, degreasers, air fresheners, bleach etc.

Personal protective equipment (PPE) may include:

- Face masks
- Footwear
- Gloves and apron
- Rubber slippers

Supplies may include:

- Mop heads, cloths, sponges, spray bottles, buckets, wipes etc.

Specifications may include but is not limited to how, when, where and against what standard to perform the cleaning task.

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-B2 Clean and maintain bedrooms and living areas

Unit details

Functional area B **Domestic cleaning and basic housekeeping**

Unit title **Clean and maintain bedrooms and living areas**

Unit code **DS-B2**

Description

This unit identifies the skills and knowledge required to clean and maintain bedroom and living areas.

Elements of competency Performance criteria

- | | |
|---|---|
| 1. Prepare for cleaning | 1.1 Cleaning requirements for bedroom and living room are identified. |
| | 1.2 Appropriate cleaning equipment, supplies and agents are identified and collected. |
| | 1.3 Personal protective equipment (PPE) relevant to cleaning tasks are identified and worn. |
| 3. Clean bedrooms | 3.1 Floor surfaces are cleaned and carpets are vacuumed where necessary. |
| | 3.2 Furniture and fixtures are cleaned using appropriate methods and cleaning supplies. |
| | 3.3 Beds and cots are made and dirty beddings and linens are replaced. |
| 4. Clean living area | 4.1 Floor surfaces are cleaned and carpets are vacuumed where necessary. |
| | 4.2 Furniture and fixtures are cleaned using appropriate methods and cleaning supplies. |
| | 4.3 Upholstery is cleaned using appropriate and safe methods and cleaning supplies. |
| 5. Pack and store cleaning agents and equipment | 5.1 Dirt, waste and soilage from cleaning task are disposed safely and hygienically and in an environmentally conscious manner. |
| | 5.2 Cleaning equipment is cleaned, dried, checked and stored in their designated place. |
-

5.3 **Cleaning agents and supplies** are replenished where necessary.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- appropriately choose cleaning method and equipment;
 - appropriately choose cleaning agent and supplies;
 - correctly identify cleaning needs; and
 - perform cleaning tasks according to instruction and specifications.
-

Critical skills

The ability to:

- dispose household waste according to type and safety requirements;
- identify appropriate and safe cleaning methods and equipment;
- Identify appropriate cleaning agents and supplies;
- inspect conditions of rooms and identify cleaning needs;
- use different cleaning agents and supplies suited to cleaning bedrooms and living room;
- use different cleaning methods and equipment suited to cleaning bedrooms and living room; and
- including procedures of making beds and cleaning upholstery.

Essential knowledge

- Different types of manchester including their shapes, colours and sizes
 - Alternative ways of performing a household cleaning tasks and their respective merits and demerits
 - Available cleaning agents and supplies and their appropriateness to different cleaning needs
 - Different types of cleaning needs within a household setting
 - Different types of upholstery and their respective cleaning methods
 - Safe disposal procedures for household wastes
 - Safe handling procedures of different cleaning agents and chemicals
-

Range statement

Cleaning requirements

Bedroom cleaning requirements may include:

- Bed sheets, pillow cases, blankets
- Carpets
- Curtains
- Floors and other surfaces such as wood, tiles etc.
- Windows, frames and glass panels

Living areas cleaning requirements may include:

- Carpets
- Curtains
- Floors and other surfaces such as wood, tiles etc.
- Upholstery, including covers of sofas, lounges, ottomans and chairs
- Windows, frames and glass panels

Cleaning equipment may include:

- Manual- sweeping equipment, mopping equipment, vacuum cleaner etc.

Cleaning agents may include:

- Neutral detergents, acid and alkaline based detergents, disinfectants etc.

Cleaning supplies may include:

- Mop heads, cloths, sponges, spray bottles, buckets, wipes etc.

Personal protective equipment (PPE) may include:

- Face masks
- Gloves and aprons

Furniture and fixtures

Bedroom **furniture and fixtures** may include:

- Wardrobes, dressers and mirrors, beds and cots, tables, chairs and ottomans, lamps and shades

Living room **furniture and fixtures** may include:

- Sofas, lounges and ottomans, shelves and cupboards, tables and chairs, lamps and shades, decorations etc.

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-B3 Clean and maintain bathrooms and toilet facilities

Unit details

Functional area B **Domestic cleaning and basic housekeeping**

Unit title **Clean and maintain bathrooms and toilet facilities**

Unit code **DS-B3**

Description

This unit of competency describes the skills, knowledge and outcomes required to clean and maintain bathrooms and toilets in a domestic setting.

Elements of competency

Performance criteria

- | | |
|---|---|
| 1. Prepare for cleaning | 1.1 Toilets and bathrooms are inspected for cleaning requirements . |
| | 1.2 Appropriate cleaning equipment, agents and supplies are chosen to perform cleaning. Cleaning agents are diluted to correct concentration according to cleaning requirements. |
| | 1.3 Working condition of cleaning equipment is checked. |
| | 1.4 Appropriate personal protective equipment (PPE) are chosen and worn. |
| 2. Clean bathrooms and toilet facilities | 2.1 All surfaces, fixtures and fittings are cleaned and free of excess moisture. |
| | 2.2 Basin, toilets, bidet, shower and bathing areas are cleaned, disinfected and free from debris. |
| | 2.3 Damaged or broken surfaces, fixtures and fittings are reported to employer. |
| 3. Pack and store cleaning agents and equipment | 3.1 Dirt, waste and soilage from cleaning task are disposed safely and hygienically and in an environmentally conscious manner. |
| | 3.2 Cleaning equipment is cleaned, dried, checked and stored in their designated place. |
| | 3.3 Cleaning agents, chemicals and supplies are replenished where necessary. |
-

Evidence guide

To demonstrate competency in this unit the candidate must meet all Performance criteria and skills and knowledge requirements. The candidate must be able to:

- clean bathrooms and toilets, using appropriate methods; and
- inspect condition of bathrooms and toilets and identify cleaning requirements.

Critical skills

The ability to:

- identify and correctly use PPE;
- identify and prioritise cleaning requirement in toilets and bathrooms;
- identify personal safety needs when cleaning;
- identify and report damages in the toilets or bathrooms; and
- select correct and safe cleaning agents, equipment and supplies to clean different areas in the toilets and bathrooms.

Essential knowledge

- Different types of surfaces
- Different types of cleaning agents and the correct concentration for use
- Different types of cleaning equipment and supplies and their appropriate use
- Safety methods and protective gears to be used while cleaning toilets and bathrooms and the consequence of not using them
- Standards for cleaning different areas within toilets and bathrooms

Range statement

Cleaning requirements

Toilet cleaning requirements may include:

- The seat, the lid, lid and ring joints, feet under the ring, area under the flush rim, area between the rim and water level and the area below the water level
- The trough of the urinal and the dip/lip of the urinal drainage hole

Bathroom cleaning requirements may include:

- Shower and bathing area, bath tub

Cleaning equipment and supplies may include:

- Air freshener, deodoriser
- Garbage bags
- Sponges, mops, brushes or cleaning cloths, brooms and dust pans
- Toilet bowl swabs, disinfectants, sanitizing agents

Cleaning agents may include:

- Cleaning solutions including stain removers, floor polisher, liquid and powder detergents
- Cleaning solutions used to remove lime scale and/or any material, carried by water from a hard surface. These may include acidic chemicals

Personal protective equipment (PPE) may include:

- Face masks
- Footwear
- Gloves and apron/uniform

Surfaces may include:

- Glass, stainless steel, granite, marble, plaster, wall paper, sealed wood, brass, ceramic, metal, plastic, tiles, ceramic and porcelain

Fixtures and fittings may include:

- Showerheads, taps and around taps, soap holders/dispensers, jet, shower pipes, tiles, door tracks, doors/curtain, floors of showers, window sills, shampoo trays, bathroom cabinet/ shelves / cupboards, wall, hard floors / carpets and towel rails
- Taps and around taps, plugholes, around and inside plugholes, inside baths, basins and bidets, outside baths, basins and bidets, tiles, floor and wall surfaces, overflow holes, soap dispensers, counter tops, mirrors, door handles and light switches

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-B4 Wash cloths, linens and fabrics

Unit details

Functional area B **Domestic cleaning and basic housekeeping**

Unit title **Wash cloths, linens and fabrics**

Unit code **DS-B4**

Description

This unit describes the skills and knowledge required to sort, wash and dry cloths, linens and fabrics.

Elements of competency Performance criteria

- | | |
|--------------------------------|---|
| 1. Prepare for washing | 0.1 Soiled cloths, linens and fabrics are sorted according to required cleaning process and urgency of use. |
| | 0.2 Appropriate laundry equipment, agents and supplies are selected based on the type and manufacturer instructions relevant to cloths, linens and fabrics to be washed. |
| | 1.3 Clothes, linens and fabrics are checked for stains and stains are treated using the correct procedure. |
| 2. Complete laundering process | 2.1 Laundry equipment is operated and cloths, linens and fabrics safely laundered and according to instructions. |
| | 2.2 Laundered cloths, linens and fabrics are sun dried/ machine dried, and are free from dirt and odour. |
| | 2.3 Laundry area is cleaned and supplies and agents are stored in their designated place. Laundry supplies and agents are replenished where necessary. |
-

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- complete the laundering process using a variety of clothing items, linens and fabrics; and
 - operate laundry equipment safely, using a full range of cycles available.
-

Critical skills

The ability to:

- determine appropriate level of supplies and chemicals cleaning agents and their respective levels of dilution appropriate for different types of fabrics and cloths;
- identify personal safety needs when cleaning;
- read manufacturer instructions on fabrics to determine laundry equipment and supplies;
- treat different types of stains on a variety of cloths, linens and fabrics; and
- use different washing equipment and supplies.

Essential knowledge

- Hygiene, health and safety issues specific to washing cloths, linens and fabric, including handling laundry equipment and chemical agents including laundry chemicals
- Safe handling and disposal methods of laundry chemical agents
- Types of fabric stains and their respective methods of stain removal
- Types of fabrics and their respective washing and drying requirements

Range statement

Laundry equipment may include:

- Basin
- Electrical and mechanical washing machines and dryers
- Pails, dippers and laundry brushes
- Washing boards

Laundry agents and supplies may include:

- Brushes and measuring spoons to aid in washing
- Personal protective equipment including gloves, apron and hair net
- Stain removing agents such as Acid cleaners, Alkali cleaners, Chlorine bleach and all purpose detergents
- Washing agents such as fabric cleaners, fabric softener and Chlorine bleach

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-B5 Iron and store laundered items

Unit details

Functional area B **Domestic cleaning and basic housekeeping**

Unit title **Iron and store laundered items**

Unit code **DS-B5**

Description

This unit describes the skills and knowledge required to iron washed items of clothing and store them appropriately.

Elements of competency Performance criteria

- | | |
|---|---|
| 1 Prepare for ironing | 1.1 Washed items are sorted according to their type and the order of ironing.

1.2 Ironing equipment is checked for cleanliness and visible damage. |
| 2 Iron laundered items of clothing | 2.1 Temperature on ironing equipment is set according to the type of fabric.

2.2 The items of clothing are checked for spots, stains and visible cleanliness before ironing.

2.3 Laundered items are ironed in a safe manner. |
| 3 Pack and store ironed items | 3.1 The quality of ironed items is checked.

3.2 Laundered items are folded, packed and stored in their designated places/ cabinets. |
-

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- assess the appropriate level of cleanliness of the clothing items and fabrics; and
 - correctly choose the different temperature to which to set the ironing equipment and iron different types of clothing items and fabrics safely.
-

Critical skills

The ability to use ironing equipment safely and according to the manufacturer's instructions on different types of fabrics:

- Different types of fabrics and the respective temperature for ironing them
- Identify ironing equipment for cleanliness and visible damage
- Iron clothing items and fabrics safely and properly

Essential knowledge

- Different types of fabrics and the respective levels of temperature to set in order to iron them without causing damage to the fabric or themselves
- Necessity of checking ironing equipment for cleanliness and damage and the consequences of using faulty equipment
- Reasons for checking the items of clothing and fabrics for cleanliness before ironing and the consequences of ironing dirty clothing
- Reasons for maintaining safety and quality requirements and the consequences of not following them

Range statement

Washed items may include:

- Bed sheets, pillow cases
- Linen
- Table cloths, napkins etc.
- Variety of clothing items

Ironing equipment may include:

- Household irons or pressers, electrical or powered by steam
- Ironing table

Folding and packing refers to:

- Folding non-clothing items according to size and use
- Hanging items of clothing onto hangers for storing

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-B6 Clean and operate basic household equipment

Unit details

Functional area B	Domestic cleaning and basic housekeeping
Unit title	Clean and operate basic household equipment
Unit code	DS-B6

Description

This unit describes the skills and knowledge required to safely clean and operate basic household equipment.

Elements of competency Performance criteria

1. Get acquainted with basic household equipment	1.1 The basic household equipment that needs to be operated by a domestic worker is identified. 1.2 Awareness is developed about the types of tasks that are performed using household equipment.
2. Safely perform operation of basic household items	2.1 Equipment is safely connected to the power supply. 2.2 Equipment is operated safely and according to manufacturer's instructions.
3. Clean and store equipment	3.1 Household items are cleaned according to manufacturer's instructions. 3.2 Cleaned and dried household items and equipment are stored in their designated places.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- identify and use the functions of basic household equipment to meet a range of household needs.
-

Critical skills

The ability to:

- identify the need of using a range of basic household equipment; and
- read and operate basic household equipment safely, according to manufacturer's instructions.

Essential knowledge

- Different household items and their respective functions and cleaning procedure
 - Different voltages in different countries and their implications to safety and effectiveness
 - Safety requirements in the operation of basic household equipment's and the consequences of not doing so
-

Range statement

Basic household equipment may include but are not limited to:

- Dishwasher
- Freezer and refrigerator
- Microwave oven, toasters, blenders, mixers and food processors, electric kettles and coffee makers and cooking ovens and stoves
- Vacuum cleaners, carpet cleaners and steam mops
- Washing machine and dryer

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer question

Competency to be assessed in the workplace or in simulated workplace environment.

This unit can be assessed in an integrated manner with other units within Functional areas B and C, that require the use of the basic household equipment stated in the Range statement.

Functional area C – Cooking and food handling

DS-C1 Clean and maintain food preparation, storage and service areas

Unit details

Functional area C	Cooking and food handling
Unit title	Clean and maintain food preparation, storage and service areas
Unit code	DS-C1

Description

This unit describes the skills and knowledge required to clean, and maintain areas within a household where food is cooked, served and stored.

Elements of competency Performance criteria

1 Identify cleaning requirements and prepare to clean	1.1 Cleaning requirements of household areas where food is prepared, served and stored are identified.
	1.2 Components of cleaning task are identified, planned and standard of performance clarified with relevant people such as employer or work supervisor.
	1.3 Relevant cleaning equipment and methods are identified and the most appropriate ones chosen depending on components of cleaning task.
	1.4 Cleaning agents and supplies appropriate for the task are identified.
	1.5 Personal protective equipment (PPE) relevant to cleaning tasks are identified and worn.
2 Clean and maintain food preparation area	2.1 All waste food and litter are removed and disposed off safely.
	2.2 Utensils, cutlery and cooking equipment are cleaned and kept free from grease, dirt and unpleasant odours.
	2.3 Washed utensils, cutlery and cooking equipment are dried and stored in appropriate shelves and cabinets.
	2.4 Floor, surfaces, kitchen tops and cooking area are cleaned and dried.

3	Clean and maintain food servicing area	<p>3.1 All waste food and litter are removed and disposed of safely.</p> <p>3.2 Used utensils and cutlery are removed from serving area for cleaning.</p> <p>3.3 Soiled linen/towel, mats, napkin and serviettes are removed for cleaning and replenished as necessary.</p> <p>3.4 Floor, surfaces and bench/table tops are cleaned and dried.</p>
4	Clean and maintain food storage area	<p>4.1 Shelves and cabinets in the storage area are checked for waste, expired and unhygienic food ingredients, condiments and spices.</p> <p>4.2 All soiled and unhygienic food and litter are removed and disposed of safely.</p> <p>4.3 Floor, shelves and cabinets are cleaned and free from excess moisture.</p> <p>4.4 Inventory of all stored food and ingredients is done and supplies ordered as and when required.</p>
5	Complete cleaning procedure	<p>5.1 Waste and soilage from cleaning tasks are disposed of safely, hygienically and in an environmentally sensible way.</p> <p>5.2 Cleaning agents and supplies are used in accordance with manufacturers' instructions and replenished when necessary.</p> <p>5.3 Cleaning items, agents and supplies are stored in their designated places.</p>

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- appropriately choose cleaning agents and supplies;
- appropriately choose cleaning methods and equipment;
- correctly identify cleaning needs; and
- perform cleaning tasks according to instructions and **specifications**.

Critical skills

The ability to:

- dispose of household waste according to type;
- identify and differentiate between cleaning needs;
- identify appropriate cleaning agents and supplies;
- identify appropriate cleaning methods and equipment;
- use different cleaning agents and supplies suited to household cleaning; and
- use different cleaning methods and equipment suited to household cleaning.

Essential knowledge

- Alternative ways of performing household cleaning tasks and their respective merits and demerits
- Available cleaning agents and supplies and their appropriateness to different cleaning needs
- Different types of cleaning needs within a household setting
- Safe disposal procedures for household wastes
- Safe handling procedures of different cleaning agents and chemicals

Range statement

Food preparation, storage and service areas may include:

- Dining room
- Kitchen, kitchenette
- Pantry, store room and refrigerator and deep freezers

Cleaning requirements may include cleaning:

- Carpets and mats
- Electric and gas stoves and ovens
- Floors surfaces such as wood, tiles etc.
- Food mixers
- Fridge and freezers
- Furniture
- Microwave
- Pans/cooking utensils
- Windows, frames and glass panels

Components of cleaning may include:

- Methods/techniques, chemicals, equipment, supplies, start and finish times

Personal protective equipment (PPE) may include:

- Face masks
- Gloves and aprons
- Hairnets
- Protective shoes

Equipment may include:

- Manual sweeping equipment, mopping equipment, vacuum cleaner etc.

Cleaning agents may include:

- Neutral detergent, acid and alkaline-based detergents, disinfectants, degreasers, bleach etc.

Supplies may include:

- Cleaning supplies, mop heads, cloths, sponges, spray bottles, buckets, wipes etc.
- Pantry supplies such as food ingredients, condiments and spices

Specifications may include but is not limited to how, when, where and against what standard to perform the cleaning task.

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises

-
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-C2 Follow basic food safety practices

Unit details

Functional area C **Cooking and Food Handling**

Unit title **Follow basic food safety practices**

Unit code **DS-C2**

Description

This unit describes the skills and knowledge required to apply basic food safety practices while preparing, handling and storing food in a household setting.

Elements of competency

Performance criteria

- | | |
|--|--|
| 1. Identify basic food safety practices in a household setting | 1.1 Food safety requirements in areas within the household where food is prepared, served and stored are identified.
1.2 Components of food safety are identified, planned and standard of specification of performance clarified with relevant people such as employer or work supervisor. |
| 2. Maintain personal health and hygiene | 2.1 Appropriate personal protective equipment (PPE) and clean clothes are selected and worn.
2.2 Correct personal hygiene practices relevant to handling and storing food are identified and followed.
2.3 Any personal health issue likely to cause hygiene risk are reported and participation in food handling and storing is avoided until the risk has passed. |
| 3. Prepare and store food safely | 3.1 Possible hazards that may affect health and safety relevant to food handling and storing are identified.
3.2 Hazards are reported and measures are applied where necessary, in consultation with employer.
3.3 Contamination and cross contamination of food are avoided by application of hygienic work practices .
3.4 Various cooked and un-cooked food items are appropriately packed and stored .
3.5 Work area i.e. food preparation, serving and storage areas are regularly cleaned and maintained. |
-

-
- | | |
|------------------------------------|---|
| 4. Dispose food and garbage safely | 4.1 Foodstuffs identified for disposal are kept in a marked area or container. |
| | 4.2 Other waste and soilage is cleaned or kept in appropriate containers for disposal |
| | 4.3 Food stuffs and garbage are disposed off promptly and safely. |
-

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- correctly identify and apply appropriate clothing and PPE;
- correctly identify a range of food related hazards and applying preventive and protective measures; and
- perform food handling, storing and disposal task according to instruction and specification.

Critical skills

The ability to:

- identify and use different packing and storing methods for food;
- identify and use hygienic working methods;
- identify and wear appropriate clothing and PPE;
- maintain personal hygiene and a clean work area; and
- select and apply a range of preventive and corrective measures.

Essential knowledge

- Basic principles of food safety
- Correct and safe procedures for preparing, handling and storing food
- Correct packing and storing procedures for different types of food
- Different diseases that may be spread during handling and storing food and their prevention
- Different types of food related hazards within a household setting
- Risks associated with food safety
- Safe disposal procedures for food and food related wastes
- Simple measures of handling basic food related hazards and their respective merits and demerits
- Ways food can become contaminated and its prevention

Range statement

Food safety requirements may arise while:

- Cooking and serving food
- Disposing waste and garbage materials
- Identifying food labels
- Preparing ingredients
- Storing cooked and uncooked food

Components of basic food safety may include:

- Maintaining personal hygiene while storing and handling food
- Preventing contamination, cross contamination
- Reporting and preventing pest infestation
- Safe disposal of waste
- Safe handling and storage of cooked and un-cooked food
- Use of personal protective equipment

Specifications may include but is not limited to how, when, where and against what standard to perform the cleaning tasks.

Personal protective equipment (PPE) may include:

- Face masks
- Gloves and apron
- Hairnets
- Protective shoes

Personal hygiene practices may include:

- Correct way of washing hands regularly
- Drinking and using water from safe sources
- Maintaining personal grooming including clean nails, clean and covered hair, wearing clean clothing
- Sanitary requirements

Personal health issues may include:

- Air-borne diseases
- Cuts, bruises and open wounds
- Food-borne diseases
- Infectious diseases
- Muscle strains and back pain

Hazards may include:

- Airborne dust
- Contaminated food
- Contaminated garbage
- contaminated items such as linen, tea towels
- Dirty equipment and utensils
- Equipment not working correctly
- Rats and roaches

Measures taken may include:

- Corrective measures
- Preventive measures

Hygienic work practices involve:

- Avoiding direct contact with cooked food
- Maintaining clean and hygienic work area
- Using clean materials and resources
- Washing hand regularly
- Wearing clean and appropriate clothing

Cooked and un-cooked food items may include:

- Bread items, cakes, biscuits
- Dry food
- Eggs and dairy products
- Fruits and vegetables
- Meat, poultry and fish
- Rice, cereal and pulses

Packing and storing may involve:

- Food that is at room temperature, chilled or frozen, pickled
- Packing in cans, jars, containers, bags, packets, crates, sacks

Foodstuffs identified for disposal may be:

- Expired or rotten
- Not suitable for human consumption
- Single use items
- Unsafe or suspected of not being safe

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-C3 Organize and prepare basic food in a domestic setting

Unit details

Functional area C	Cooking and Food Handling
Unit title	Organize and prepare basic food in a domestic setting
Unit code	DS-C3

Description

This unit describes the skills and knowledge required to prepare food and ingredients according to basic menus, to meet client's preference and requirements.

Elements of competency	Performance criteria
1. Identify daily meal requirements	<p>1.1 Daily meal requirements for clients are identified in consultation with employer.</p> <p>1.2 Basic menus are developed, communicated and confirmed with clients.</p> <p>1.3 Special dietary needs are identified and catered for.</p>
2. Prepare food and beverages	<p>2.1 Equipment and utensils required for the type of food to be cooked and according to agreed menu are selected and prepared for use.</p> <p>2.2 Ingredients for menus are sourced.</p> <p>2.3 Ingredients are prepared for cooking.</p> <p>2.4 Menus are prepared using appropriate cooking method and safe food handling techniques.</p> <p>2.5 Beverages are prepared according to requirements.</p> <p>2.6 Recipes are sourced and consulted as and necessary.</p>
3. Complete post cooking clean up	<p>3.1 Equipment and utensils used for preparing the food is cleaned, dried and stored in appropriate location.</p> <p>3.2 Raw materials and ingredients are stored appropriately.</p> <p>3.3 Raw materials and ingredients are replenished where necessary.</p>

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- cook a range of food from basic menu items; and
- select and source appropriate cooking methods, ingredients and utensils.

Critical skills

The ability to:

- communicate with clients to find out their preferences and dietary requirements;
- identify personal safety needs when cooking;
- plan, organise and follow the different steps involved in preparing food;
- read and interpret recipes, food preparation lists and manufacturer's instructions on equipment and ingredients used in food preparation;
- respond to problems in the process of preparing food;
- use basic food preparation; and
- weigh and measure ingredients, calculate number of portions and determine cooking times and temperature.

Essential knowledge

- Characteristics of different food types and the appropriate method/s of cooking them
- Basic cooking methods as mentioned in the Range statement
- Types of ingredients used in preparing different types of food and their appropriate amount
- Equipment used in food preparation including safe operating practices and maintenance requirements
- Safe food handling techniques

Range statement

Daily meal requirements may include:

- Difference in type of food to be cooked according to age groups and client preference
- Time and frequency of meals

Basic menus may include:

- Appetizers
- Breakfast items
- Juice and shakes
- Rice, noodles and pasta dishes
- Sandwiches and finger foods
- Soups

The following are to be selected according to country/region of service:

- Basic egg dishes
- Basic fish and/or seafood dishes
- Basic meat and poultry dishes
- Simple deserts and pastry dishes
- Simple sauces

Special dietary needs may include special dishes cooked according to specific:

- Cultural and religious requirement
- Health and nutrition requirement

Equipment and utensils may include:

- Basic patisserie equipment such as moulds, shaped, cutters, cake tins, piping bags and attachments
- Blenders, food processors, mixers and juicers
- Cooking ranges including gas, electric and induction stoves
- Fridges and freezers
- Grater, whisks, peeler
- Kitchen scales and thermometer
- Knives and cleavers
- Ovens, grills, steamers, fryers and microwaves
- Pots and pans appropriate to different cooking methods and amount of food to be cooked
- Spatulas and spoon

Preparing ingredients for cooking may include:

- Cleaning and preparing pasta, rice, noodles and other cereals and grains
- Cleaning and preparing vegetables and fruits
- Preparing and portioning fish and seafood
- Preparing and portioning meat and poultry
- Preparing batters, coatings and oils
- Preparing spices, dressings, garnishes and sauces
- Preparing stocks

Cooking method may include:

- Baking
- Blanching
- Boiling
- Frying (including deep frying and shallow frying)
- Grilling
- Microwaving and re-heating
- Roasting
- Steaming

Safe food handling techniques may include:

- Maintaining personal hygiene while storing and handling food
- Preventing contamination, cross contamination
- Reporting and preventing pest infestation
- Safe disposal of waste
- Safe handling and storage of cooked and un-cooked food
- Use of personal protective equipment

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-C4 Serve food and beverage

Unit details

Functional area B **Cooking and Food Handling**

Unit title **Serve food and beverage**

Unit code **DS-C4**

Description

This unit describes the skills and knowledge required to serve food and beverages in a domestic setting.

Elements of competency Performance criteria

- | | |
|--|--|
| 1. Prepare dining area | 1.1. Cleanliness of dining area is ensured. |
| | 1.2. Furniture in the dining area is checked for safety, comfort and cleanliness. |
| | 1.3. Dining environment is set and adjusted to ensure comfort and ambience. |
| | 1.4. Clean utensils, glassware, cutlery and table appointments are selected for use. |
| 2. Set dining table according to employer's preference | 2.1. Employer's preference about setting dining area are identified and confirmed. |
| | 2.2. Clean tablecloth is placed over the table along with placemats, napkins and serviettes. |
| | 2.3. Utensils appropriate to type of food and occasion (if appropriate) are provided. |
| | 2.4. Cutlery is placed on the table according to use, standard and type of food. |
| | 2.5. Required condiments are placed on the table. |
| | 2.6. Glasses appropriate to type of beverage are placed on the table. |
| 3. Prepare food and beverage for serving | 3.1. Correct temperature and condition of food to be served are checked. |
| | 3.2. Food is served attractively in appropriate serving dishes. |
-

	3.3. Beverage is prepared and poured in appropriate glasses for serving.
4. Serve food and beverage following appropriate sequence	<p>4.1. Sauces, garnishes and condiments are arranged on the table.</p> <p>4.2. Food and beverage prepared for serving are collected from the kitchen and checked for presentation and accuracy.</p> <p>4.3. Food and beverage are served in the correct order and manner appropriate for the type of food.</p> <p>4.4. Maintain clean personal appearance and pleasant interaction at all times.</p>
5. Clean dining area	<p>5.1. Leftover food and used utensils and cutlery are removed from the dining table.</p> <p>5.2. Dining area is cleaned and wiped of excess moisture.</p> <p>5.3. Condiments and table appointments are replenished as necessary.</p>

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- follow instructions in completing the different steps of the task;
- serve food and beverage in the correct manner and order; and
- set a table for a range of dining options and occasions.

Critical skills

- Communication skills to share preference about food and dining options
- Planning and organising skills to select and prepare equipment and set up the dining area before food is served
- Service skills
- Waste handling techniques and hygiene considerations in relation to food presentation

Essential knowledge

- Different styles and layouts of table setting
- Classical and innovative styles of food presentation for major food groups
- Classical and innovative styles of beverage presentation
- Basic safety and hygiene in serving food and beverage

Range statement

Utensils, glassware, cutlery and table appointments may include:

- Condiments and condiment containers
- Crockery - flat ware silver ware and china ware
- Cutlery - knives, spoons and forks
- Dishes, platters, lids and covers
- Glassware for alcoholic and non-alcoholic beverages
- Linen
- Oven to tableware
- Placemats
- Service utensils
- Tea and coffee making equipment

Appropriate **setting** of dining table may involve:

- Using clean table cloth, napkins and serviettes
- Using clean utensils and cutlery appropriate to food type, time of eating and type of occasion where appropriate
- Using different table settings according to food type, time of eating and type of occasion where appropriate

Types of food may include but not limited to:

- Breakfast items
- Desserts
- Entrees
- Main courses
- Snacks

Standard may include:

- Basic presentation and serving techniques used in food and beverage service industry
- Presentation and serving techniques based on cultural, social and religious customs

Type of beverage may include:

- Alcoholic
- Hot and cold
- Non-alcoholic

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

Functional area D – Caring for infants and children

DS-D1 Work effectively with families to provide care and support for infants and children

Unit details

Functional area D	Caring for infants and children
Unit title	Work effectively with families to provide care and support for infants and children
Unit code	DS-D1

Description

This unit describes the skills and knowledge required to work effectively with parents and carers of infants and children in a domestic work setting.

Elements of competency	Performance criteria
1. Establish positive relationship with family members and carers of infants and children	1.1 Positive relationship is established with family members and children at introduction, by showing a polite and friendly manner.
	1.2 Queries from family members about previous relevant experience and training in childcare are clarified and methods of working are discussed and agreed.
	1.3 Caring needs of the infants and children to be cared for are discussed and methods and standards of meeting those needs are agreed upon.
2. Negotiate and agree on response to challenging behaviour	2.1 Possible challenging behaviour of children and infants are identified.
	2.2 Response are planned and agreed upon in case of occurrence of challenging behaviour.
3. Maintain and ensure communication about caring needs and own performance	3.1 Incidents /concerns with regards to safety, challenging behaviour and development of infants and children are regularly communicated in a culturally acceptable manner.
	3.2 Procedures and required actions are agreed in case of emergency.
	3.3 Performance in meeting the caring needs of infants and children is discussed and gaps identified where applicable.

3.4 Performance standards are revised and agreed upon, if required.

3.5 Advice and assistance may be sought where appropriate.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- agree upon and strategies to handle concerns with regards to safety, challenging behaviour and development of infants and children;
- establish rapport with family members of infants and children;
- identify and agree upon strategies to meet caring needs; and
- identify gaps in own performance and think of ways to improve.

Critical skills

The ability to:

- communicate effectively;
- identify performance gaps;
- negotiate planned activities and responses; and
- plan improved performance.

Essential knowledge

- Contact details of persons/institutions in case of emergency (i.e. parents or hospitals etc.)
- Development milestones appropriate for infants and children of different ages
- Different types of caring needs of infants and children
- Safe handling procedure and requirements regarding preparing food and feeding
- Safety requirements regarding working with infants and children
- Signs of physical and mental disabilities that does not require medical expertise

Range statement

Caring needs of infants and children may include:

- Bathing and cleaning including washing face, hands and feet
- Brushing teeth
- Changing nappies and diapers for infants
- Cooking food suitable for infants and young children
- Dressing up for the day and for sleep
- Feeding infants and young children
- Playing with the infants and young children

Incidents with regards to safety, difficult behaviour and development may include:

- Facilities, products and equipment that are below standard, broken or faulty
- Not attaining development milestones by acceptable timeframe, showing signs of physical or mental disability
- Safety protection of domestic workers from abusive child behaviour
- Throwing tantrum, insubordination, not complying to valid instructions

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-D2 Provide care and support for infants and/or toddlers in a household

Unit details

Functional area D	Caring for infants and children
Unit title	Provide care and support for infants and/or toddlers in a household
Unit code	DS-D2

Description

This unit describes the skills and knowledge required to provide care and support to infants and/or toddlers (up to 3 year olds) in a household setting.

Elements of competency	Performance criteria
-------------------------------	-----------------------------

1 Identify and plan for caring needs of infants in a household	<p>1.1 Caring needs of infants and toddlers, within a household, are identified.</p> <p>1.2 Caring needs of each infant and/or toddler are discussed and agreed with parents.</p> <p>1.3 Schedule of work to provide for identified and agreed caring needs is prepared and confirmed with parents.</p> <p>1.4 A nurturing relationship with infant/s and/or toddler/s to be cared for is established.</p>
2 Practice daily health and hygiene practices	<p>2.1 Facilities, products and equipment used by infants and/or toddlers are cleaned and/or disinfected prior to use.</p> <p>2.2 Correct procedure to use products, equipment and facilities are practised with infants.</p> <p>2.3 Personal hygiene practices are practised with infants and/or toddlers.</p>

3 Bathe and dress infants and/or toddlers	<p>3.1 Vital signs of infants and/or toddlers are checked for preparedness of bathing.</p> <p>3.2 Bath items and toiletries are prepared as per need and instructions on the product bottles.</p> <p>3.3 Temperature of bath water is checked for appropriateness according to health and safety requirements and according to age.</p> <p>3.4 Infants and/or toddlers are bathed and clothed safely and appropriately according to their age, weather condition and acceptable preference.</p>
4 Feed infants and/or toddlers	<p>4.1 Nutritional requirements of infants and/or toddlers are identified.</p> <p>4.2 Food/menu plan is prepared according to identified nutritional requirements, in consultation with parents.</p> <p>4.3 Food is prepared according to food plan in a safe and hygienic environment.</p> <p>4.4 Clean and hygienic environment is created by preparing the infants and/or toddlers as well as the feeding area.</p> <p>4.5 Infants are fed properly and toddlers are assisted in feeding themselves to establish and maintain good eating habits</p>
5. Ensure a healthy, safe and secure environment for infants and toddlers	<p>5.1 Infants and/or toddlers are carried and handled safely and in a culturally and developmentally appropriate manner</p> <p>5.2 Temperamental differences among infants and/or toddlers are observed and care-giving practices are adapted to individual needs.</p> <p>5.3 Possible health problems for infants and/or toddlers are identified and discussed with parents.</p> <p>5.4 Medication is administered on the advice of and according to parents or Doctors instructions.</p> <p>5.5 Possible safety measures for infants and/or toddlers, during daily routine activities are identified and implemented</p>

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- appropriate identify nutritional needs and diet planning;
- appropriately identify caring method and facilities, products and equipment;
- bathe child or baby using correct procedure;
- clothe child or baby using correct procedure;
- identify correct method of food preparation and feeding; and
- correctly identify caring need.

Critical skills

The ability to:

- complete caring task safely, according to requirement and following instructions;
- identify and differentiate between caring needs; and
- identify appropriate caring methods and equipment.

Essential knowledge

- Alternative ways of performing a caring tasks and their respective merits and demerits
- Available caring facilities, products and equipment and their appropriateness to different caring needs
- Different types of caring needs of infants and toddlers
- Nutritional needs of infants and toddlers
- Nutritional value of different foods and components of a balanced diet
- Safe handling procedure and requirements regarding preparing food and feeding
- Safety requirements regarding working with infants and toddlers

Range statement

Caring needs of infants and toddlers may include:

- Administering medication
- Bathing, cleaning
- Brushing teeth
- Changing nappies and diapers
- Cleaning and sterilising objects used by infants and toddlers
- Dressing up for the day and for sleep
- Preparing food and feeding
- Washing face, hands and feet

Facilities, products and equipment may include:

- Bathing products and toiletries
- Eating, bathing and toilet areas
- Feeding utensils
- Grooming kit and thermometer
- High chairs and booster seats
- Items of clothing

-
- Nappies and diapers
 - Oral hygiene products such as toothpaste and tooth brush

Personal hygiene practices include:

- Bathing and washing up in the morning and before bed
- Brushing teeth
- Cleaning after changing nappies diapers, and dirty clothing

Vital signs include:

- Body temperature
- Frequency and depth of breathing
- Heart rate and pulse

Nutritional requirements may include:

- Age, body structure and activity level
- Any deficiency or disease that may require special attention
- Impact of food and drinks on oral and dental health

Daily routine activities may include but are not limited to:

- Bathing and cleaning
- Dressing
- Feeding
- Playing/Recreation
- Sleeping

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-D3 Provide care and support for children in a household

Unit details

Functional area D

Caring for infants and children

Unit title

Provide care and support for children in a household

Unit code

DS-D3

Description

This unit of competency deals with the skills and knowledge required to provide care and supports to children up to 12 years of age, in a household setting.

Elements of competency

Performance criteria

1. Identify and plan for caring needs of children in a household

- 1.1 **Caring needs of children**, within a household, are identified.
- 1.2 Caring needs of each child are discussed and confirmed with parents.
- 1.3 Schedule of work to provide for identified and confirmed caring needs is prepared and confirmed with parents.
- 1.4 A nurturing relationship with children to be cared for is established.
- 1.5 Suitable play activities are identified and supervised.

2. Establish and maintain daily health and hygiene practices

- 2.1 **Facilities, products and equipment** used by children are cleaned and/or disinfected prior to use.
- 2.2 Correct procedure to use products, equipment and facilities are demonstrated and maintained with children.
- 2.3 **Personal hygiene practices** are demonstrated and maintained with children.

3. Assist children to bathe and dress

- 3.1 **Vital signs** of children are checked for preparedness of bathing.
- 3.2 Bath items and toiletries are prepared as per need and instructions on the product bottles.
-

	<p>3.3 Temperature of bath water is checked for appropriateness according to health and safety requirements and according to age.</p> <p>3.4 Children are supervised carefully while washing with assistance provided as required.</p> <p>3.5 Children are assisted in being clothed safely and appropriately according to their age, weather condition and acceptable preference.</p>
4. Assist children in feeding	<p>4.1 Nutritional requirements of children are identified.</p> <p>4.2 Food plan and /menu is prepared according to identified nutritional requirements, in consultation with parents.</p> <p>4.3 Food is prepared according to food plan in a safe and hygienic environment.</p> <p>4.4 Clean and hygienic environment is created by preparing the children as well as the feeding area.</p> <p>4.5 Children are assisted in feeding themselves to establish and maintain good eating habits.</p>
5. Ensure a healthy, safe and secure environment for children	<p>5.1 Behaviour of children are managed and guided according to culturally and developmentally accepted norms.</p> <p>5.2 Possible health problems for children are identified and discussed with parents.</p> <p>5.3 Medication is administered if needed according to parents or Doctors instructions.</p> <p>5.4 Safety measures for children during daily routine activities are identified and implemented.</p>

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- appropriate choose caring method and facilities, products and equipment;
- appropriate identify of nutritional needs and diet planning;
- correctly identify method of cooking and feeding;
- correctly identify procedure for bathing;
- correctly identify procedure to clothing; and
- correctly identify caring needs.

Critical skills

The ability to:

- complete caring safely, task according to requirement and following instruction;
- identify and differentiate between caring needs;
- identify appropriate caring methods and equipment; and
- monitor personal safety in providing care and support for infants and/or toddlers/children

Essential knowledge

- Alternative ways of performing a caring tasks and their respective merits and demerits
- Available caring facilities, products and equipment and their appropriateness to different caring needs
- Different types of caring needs of infants and children
- Nutritional needs of infants and children of different ages
- Nutritional value of different foods and components of a balanced diet
- Safe handling procedure and requirements regarding preparing food and feeding
- Safety requirements regarding working with infants and children

Range statement

Caring needs of children may include:

Assisting in and supervising

- Accompanying children in care to school and back
- Bathing, cleaning
- Brushing teeth
- Dressing up for the day and for sleep
- Feeding
- Planning and supervision of play activities
- Preparation of age-suitable food
- Taking medication as per parents or medical advice
- Washing face, hands and feet

Facilities, products and equipment may include:

- Bathing products and toiletries
- Eating, bathing and toilet areas
- Feeding utensils
- Grooming kit and thermometer
- High chairs and booster seats
- Items of clothing
- Nappies and diapers
- Oral hygiene products such as toothpaste and tooth brush

Personal hygiene practices include:

- Bathing and washing up in the morning and before bed
- Brushing teeth
- Cleaning after changing nappies/diapers, and dirty clothing

Vital signs include:

- Body temperature
- Frequency and depth of breathing
- Heart rate and pulse

Nutritional requirements may include:

- Age, body structure and activity level
- Any deficiency or disease that may require special attention
- Impact of food and drinks on oral and dental health

Daily routine activities may include but not limited to:

- Bathing and cleaning
- Dressing
- Feeding
- Playing
- Sleeping

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

Functional area E - Caring for elderly people

DS-E1 Provide support to elderly people to meet personal care needs

Unit details

Functional area E	Caring for elderly people
Unit title	Provide support to elderly people to meet personal care needs
Unit code	DS-E1

Description

This unit describes the skills and knowledge required to provide a range of care and support to elderly people in a range of personal care and support needs. This unit applies to work in a home and domestic care setting.

Elements of competency	Performance criteria
1. Identify and confirm personal care and support needs	<p>1.1 Positive relationship is established with the client, his/her family members and/or carers.</p> <p>1.2 Personal care and support requirements of the client are identified and confirmed with family members and/or carer where applicable.</p> <p>1.3 Activities are planned to meet personal care and support needs of the client in a safe and healthy manner.</p> <p>1.4 Cultural and religious needs of the client and possible risks associated with provision of care and support are identified and catered to in the planning process.</p> <p>1.5 Planned activities are discussed and agreed upon with family members and/or carer where necessary.</p> <p>1.6 Personal preferences of the client are identified and catered to where possible in the planning process.</p>
2. Provide for the care and support needs of the client	<p>2.1 Necessary processes, equipment and aids are prepared and used in an appropriate and safe manner.</p> <p>2.2 Activities of daily living routine with reference to the personal care and support requirements of the client are assisted with.</p>

	2.3 Service food and beverages according to clients' preference within the dietary restrictions agreed with the family.
3. Recognise and record changes in personal care and support need/s of the client	<p>3.1 Client's condition and performance are constantly monitored to identify changes in personal care and support requirements.</p> <p>3.2 Variation and concerns as well as safety concerns are reported to family members and carers where necessary in a culturally acceptable manner.</p> <p>3.2 Changes in personal needs and support care are negotiated and agreed.</p>

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- identify changes in the condition and performance of daily tasks by an elderly person;
- plan and cater for a range of care and support needs of an elderly person in a safe and culturally acceptable manner;
- be aware about processes, equipment and aids used in providing care and support to an elderly person; and
- correctly identify personal care and support requirements.

Critical skills

The ability to:

- communication skills;
- identify and respond to risks associated with providing personal care and support;
- identify specific care and support need of individual clients;
- identify variations to personal care and support requirements;
- interpersonal skills;
- obtain information about the client's personal care and support needs from relevant sources;
- provide care and support to perform activities relevant to daily tasks and routine; and
- use processes, equipment and aids to provide care and support to an elderly person in a safe and effective way.

Essential knowledge

- Alternative ways of caring for and providing support to an elderly person and their respective merits and demerits
- Available processes, equipment and aids and their appropriateness to different caring needs
- Cultural and religious implications of working with an elderly person
- Different types of care and support needs of an elderly person
- Possible risks and safety requirements associated with working with an elderly person

Range statement

Personal care and support requirements may include assisting with:

- Bed bathing
- Dressing and grooming
- Eating and drinking and use feeding techniques
- Elimination
- Hydration and nutrition
- Mobility and transfer including in and out of beds, chairs, vehicles and wheelchairs
- Oral hygiene and health care
- Pain, rest and sleep
- Personal hygiene
- Respiration
- Shaving
- Showering
- Toileting and use of continence aids

Cultural and religious needs may include:

- Addressing in a culturally appropriate manner
- Differences in interacting with elderly people
- Differences in the perception of elderly people

Possible risks may include:

- Behaviours of concern
- Evidence of self-neglect
- Hazards in home environment
- Impaired cognitive functioning
- Impaired judgement and problem solving abilities
- Sudden or unexpected change in health status include sensory loss

Processes, equipment and aids may include:

- Beds
- Breathing devices
- Continence aids
- Lifting and transferring aids
- Mobility aids

-
- Modified feeding aids
 - Scales
 - Wheelchairs and other transport devices

Activities of daily living routine may include:

- Personal hygiene, disposal of bodily waste including normal and abnormal bowel and urinary function, mobility. (Note: “normal” = healthy elderly; “abnormal”-sick elderly)

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-E2 Assist client with medication

Unit details

Functional area E	Caring for elderly people
Unit title	Assist client with medication
Unit code	DS-E2

Description

This unit describes the skills and knowledge required to assist with and/or administer medicine in a home and domestic care setting.

Elements of competency	Performance criteria
1. Prepare to assist with/ administer medicine	<p>1.1 Level of assistance and supervision needed by the client in taking required medications are identified and confirmed with client and his/her family members where required.</p> <p>1.2 The dosage, form and administration procedure of the medicine to be given to client are explained and confirmed.</p> <p>1.3 Personal protection and hygiene measures are obtained before assisting with or administering medicine.</p> <p>1.4 The client is prepared for assistance with administration of medicine.</p>
2. Assist in administering medicine	<p>2.1 All forms of medication to be administered or assisted with and relevant equipment are prepared and necessary checks are made.</p> <p>2.2 Client is assisted to take the medication as required, in a safe manner.</p> <p>2.3 Client is supervised and observed when taking medication and ingestion or completion is confirmed.</p> <p>2.4 Client is observed and checked for any possible discomfort and/or negative effects/inconsistencies after taking medicine.</p> <p>2.5 Inconsistencies and concerns are reported to relevant family members and/or carer.</p>

3. Dispose and store medicine appropriately	3.1 Used equipment, discarded and out of date medicine/applicators and rubbish are collected and disposed off safely.
	3.2 Remaining medicine and administration aides are safely stored in an appropriate place.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- administer and assist in instilling eye, ear and nose drops;
- assist in administration of a range of medicines by mouth, inhalation and rectum;
- assist responsible person in the preparation of a range of medication and administration aides; and
- store and dispose medicine safely and appropriately.

Critical skills

The ability to:

- choose and apply correct medicine administration routes, methods and aides;
- identify and negotiate the level of assistance to be provided with client and family members;
- read and follow documentation relevant to administration of medicine including prescriptions, instructions on bottle, medicine charts, labels etc.;
- recognise possible changes in clients condition through observation or communication with client; and
- record and report issues and concerns with relevant people.

Essential knowledge

- Appropriate storage and correct handling of medications
- Difference between prescribed and over the counter medication and their implications to administration
- Different routes and administrative procedures for medication
- Safety requirements of storing and handling medicine and administration aides
- Standard protection and infection control procedures relevant to administering and assisting with medication
- The expected effects of medications being administered, consequences of incorrect administration and possible reasons for errors

Range statement

Assistance and supervision may include:

- Adjusting posture and position
- Checking the medication for expiry date and any obvious discrepancies such as colour changes, disintegration or deterioration
- Checking dose administration aids for evidence of tampering
- Checking medication is free from contamination or deterioration

Required medications may include:

- Medication prescribed by a health professional
- Medication purchased over the counter

Forms of medication may include:

- Capsules
- Ear-drops
- Eye-drops
- Inhalants
- Liquid
- Lotion and cream
- Nose-drops
- Ointments
- Patches
- Powder
- Tablets

Administration procedure may include:

- Giving medicine by mouth, by inhalation, by rectum
- Instilling eye, ear and nose drops

Confirming medication with clients may include:

- The amount of medication (e.g. number of tablets or amount of gel)
- The route of self-medication (e.g. by mouth)
- The time for self-medication (e.g. once a day with food)

Personal protection and hygiene may include:

- Using water, soap and disinfectants to clean hand where appropriate
- Wearing gloves and masks, aprons

Preparing clients and medication may include:

- Discussing the procedure
- Encouraging client's participation

Preparing medication may include:

- Assistance provided in taking medication by grinding or dividing tablets where there are clearly written instructions
- Dissolving powder medication in water
- Measuring liquid medications into measuring cup/spoon
- Placing medication in nebuliser/spacer
- Placing tablets/capsules from dose administration aids into a medicine cup

Equipment may include:

- Administration aid / medication pack
- Applicator for lotions / ointments
- Aprons
- Container for dirty spoons/dishes
- Cotton wool/gauze
- Gloves
- Key to medication storage/cupboard/area
- Measuring cups
- Medicine dishes/cups
- Mortar and pestle
- Nebuliser/spacer
- Paper towels and tissues
- Spoons
- Tablet divider
- Tea towel, tissues and wipes
- Water jug and cup

Necessary checks may include:

- Making sure that the right medicine is given to the right person, at the right time, in the right amount and via the right route

Negative effects/inconsistencies may include:

- Anything that appears different from the client's usual state
- Blurred vision
- Changes in behaviour
- Changes to airway (e.g. choking), changes to breathing (including slowed, fast or absent breathing), changes in person's colour (e.g. pale or flushed appearance or bluish tinge), or changes to circulation (including unexpected drowsiness, loss of consciousness, and absence of pulse)
- Client refusal
- Client unconscious

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

Functional area F - Caring for household pets and plants

DS-F1 Provide care for pets in a household

Unit details

Functional area C	Caring for household pets and plants
-------------------	---

Unit title	Provide care for pets in a household
------------	---

Unit code	DS-F1
-----------	--------------

Description

This unit describes the skills and knowledge required to care for common household pets.

Elements of competency	Performance criteria
------------------------	----------------------

- | | |
|---|---|
| 1. Identify and confirm caring needs for pets | 1.1 Caring needs for pets in a household are identified. |
| | 1.2 Methods/strategies of meeting caring needs of pets are identified and confirmed with the employer. |
| | 1.3 Appropriate tools and supplies for meeting pet caring requirements are identified and sourced. |
| | 1.4 Appropriate personal protective equipment is worn before performing pet caring tasks. |
| 2. Clean and bathe pets | 2.1 Cleaning requirements of the pet is identified. |
| | 2.2 Pet cleaning tasks are performed according to instructions and requirements. |
| | 2.3 Cleaning and bathing area is cleaned and dried. |
| | 2.4 Cleaning tools, equipment and supplies are stored and replenished when necessary. |
| 3. Groom pets | 3.1 Grooming requirements of pets are identified. |
| | 3.2 Grooming task is performed according to instructions and requirements. |
| | 3.3 Cleaning tools, equipment and supplies are stored and replenished when necessary. |
-

4. Feed pets

4.1 **Food** appropriate to the type of pet is selected.

4.2 The correct amount of food is measured and served in a feeding bowl.

4.3 Food and water is provided to the pet in a safe and hygienic manner.

4.4 The pet is observed while eating and any **unusual eating behaviour** is reported.

4.5 Feeding area and utensils are cleaned and stored in appropriate place.

5. Maintain clean, safe and healthy domestic environment for pets

5.1 **Pet area/s** are cleaned and maintained on a regular basis.

5.2 Adequate **safety measures** are obtained to keep the pet safe at all times.

5.3 **Health requirement of pets** are identified where appropriate and referred to the employer for veterinarian consultation.

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- correctly identify of caring needs;
- choose appropriate caring methods and equipment;
- choose appropriate cleaning tools and supplies; and
- perform a range of caring tasks according to instructions and requirements.

Critical skills

The ability to:

- dispose of pet's waste appropriately and in a hygienic manner;
- identify appropriate caring methods and tools;
- identify and differentiate between various caring needs;
- identify and use appropriate cleaning agents and supplies; and
- use different cleaning methods and equipment suited to pet cleaning.

Essential knowledge

- Available caring methods and tools as well as their appropriateness to different caring needs
- Awareness of basic food requirements of different types of pets
- Basic grooming procedures for different types of pets
- Basic health requirements for common household pets
- Different types of caring needs for common household pets including feeding, cleaning, grooming and maintenance
- Diseases common in household pets and their implications to pet care
- Safe and hygienic handling procedures of different types of pets
- Safety measures appropriate for different types of pets

Range statement

Caring needs may include:

- Awareness of vaccination needs and schedules
- Basic grooming needs and frequency
- Cleaning and bathing needs
- Feeding needs, including frequency of feeding, quantity of feeding, types of food
- Identifying common ailments in pets
- Walking the dog
- Watering needs, including amount of water, freshness of water and how often it is provided

Pets may include but are not limited to:

- Different kinds of birds
- Different kinds of cats
- Different kinds of dogs
- Different kinds of fish
- Hamsters and rabbits

Appropriate tools and supplies may include:

- Bathing, cleaning and grooming paraphernalia and applications
- Cleaning chemicals and tools and supplies
- Feeding and drinking paraphernalia
- Pet's foods
- Toiletries such as soap, shampoo, comb, brush, nail clippers etc

Cleaning requirements may include:

- Bathing and brushing
- Extent of cleaning
- Frequency of cleaning, i.e. daily, weekly etc.

Grooming requirements may include:

- Brushing
- Maintaining cleanliness of pets' hair, nails, teeth and nose

Food may be:

- Commercial pet food that is packaged for different kinds and sizes of pets
- Homemade food including food prepared, cooked or raw as allocated by the household

Unusual eating behaviour may include but not limited to:

- Choking
- Difficulty swallowing
- Not eating
- Vomiting

Pet area/s refers to a specific place designated for the pet, inside or outside the house and may include:

- Bird cages
- Cat baskets
- Dog houses

Safety measures may be:

- Bones, such as chicken bones that splinter, causing choking
- Cars and machinery
- Chewing on electrical cords
- Predators, such as larger dogs or foxes or birds of prey
- Small objects causing choking

Health requirement of pets may be:

- Application of drops, powder or shampoo (as preventive measures)
- Breathing problems
- Common diseases including but not limited to:
 - Birds flu
 - Toxoplasmosis
 - Cat flu
 - Distemper
 - Kennel cough
 - Rabies
- Cuts, lumps and bruises
- De-worming
- Infestation of
 - Fleas, ticks, skin mites and lice

-
- Internal and external parasites
 - Worms
 - Skin problems, itching
 - Vaccination

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

DS-F2 Provide care for plants in a household

Unit details

Functional area C **Caring for household pets and plants**

Unit title **Provide care for plants in a household**

Unit code **DS-F2**

Description

This unit describes the skills and knowledge required to care for indoor household plants.

Elements of competency Performance criteria

- | | |
|--|---|
| 1. Prepare to care for indoor plants | 1.1 Identify caring requirements for indoor plants . |
| | 1.2 Food and watering requirement for plants are identified according to plant type and weather conditions. |
| | 1.3 Tools, chemicals and supplies needed for plant care are identified and sourced. |
| 2. Provide care for indoor plants in a safe manner | 2.1 Plants are fertilized and watered appropriately, regularly and according to identified requirements. |
| | 2.2 Appropriate personal protective equipment (PPE) is worn while caring for indoor plants. |
| | 2.3 Tool and other supplies used in plant care are safely stored and replenished when necessary. |
-

Evidence guide

To demonstrate competency in this unit the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:

- appropriately choose caring methods, tools and supplies;
 - correctly identify plant caring needs; and
 - perform of a range of caring tasks according to instructions and requirements
-

Critical skills

The ability to:

- identify and differentiate between various plant caring needs;
- identify and use appropriate caring methods, tools and equipment;
- safely dispose of plant waste; and
- safely handle chemicals, fertilisers, other plant food and pesticides.

Essential knowledge

- Alternative ways of performing plant caring tasks and their respective merits and demerits to confirm appropriateness of method
- Available caring equipment's, tools, chemicals food and supplies and their appropriateness to different caring needs
- Different types of plant caring needs within a household setting
- Safe disposal procedures for plant wastes
- Safe handling procedures of different caring equipment, tools, chemicals, food and supplies.

Range statement

Caring requirements may include:

- Fertilizing and watering of plants
- Pruning, trimming and dead heading plants

Plants may include:

- Caring for newly planted and existing plants
- Trees, saplings, shrubs and bushes

Food may be:

- In-organic/synthetic fertilisers
- Organic fertilisers such as compost, manure

Watering requirement may include:

- Feeding needs, including frequency of feeding, quantity of feeding, types of food
- Watering needs, including amount of water, freshness of water and how often it is provided

Tools, chemicals and supplies may include:

- Identifying and obtaining appropriate safety measures
- Identifying appropriate weeds and pest control measures
- Identifying common weeds, pests and insects found in a domestic household
- Scheduling time and frequency for the weeds and pest control measures to be implemented

Personal protective equipment includes:

- Gloves, safety goggles and aprons

The following resources must be provided:

- Materials relevant to the proposed activity
- Tools, equipment and facilities appropriate to processes or activity

Competency may be assessed through a combination of:

- Demonstration
- Practical exercises
- Written or oral short answer questions

Competency to be assessed in the workplace or in simulated workplace environment.

Reference

International Labour Organization (ILO).2013. Domestic workers across the world: Global and regional statistics and the extent of legal protection (Geneva).

—. 2014. Assessment of the readiness of ASEAN Member States for implementation of the commitment to the free flow of skilled labour within the ASEAN Economic Community from 2015. (Bangkok).

United Nations, Department of Economic and Social Affairs.2013. *Trends in international migrant stock: The 2013 Revision*. Available at <http://esa.un.org/unmigration/TIMSA2013/migrantstocks2013.htm> [7 Oct. 2014].

World Bank.2014. Migration and Development Brief. Migration and Remittances Team, Development Prospects Group. April 2014. Available at <http://www.worldbank.org/prospects/migrationandremittances> [7 Oct. 2014].

Useful reference

Technical Education and Skills Development Authority. Training regulations for household services and housekeeping: Competency based curriculum. Available at <http://www.tesda.gov.ph/Download/> [7 Oct.2014].

Regional Model Competency Standards Series: Domestic Work

Regional Office for Asia and the Pacific

United Nations Building, 11th Floor
Rajdamnern Nok Avenue,
Bangkok 10200, Thailand
Tel. 662 288 1234 Fax. 662 288 3058
www.ilo.org/asia

DECENT WORK

A better world starts here.

ISBN: 9789221292432 (print)
9789221292449 (web pdf)