



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



FRONT OFFICE AND HOUSEKEEPING OPERATIONS

FHOHS501
Performing Housekeeping
Store Activities

TRAINER'S MANUAL

April, 2025



Republic of Rwanda
Ministry of Education



PERORMING HOUSEKEEPING STORE ACTIVITIES



2025

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
EU:	European Union
PC:	Piece
PPE:	Personal Protective Equipment
RQF:	Rwanda Qualification Framework
RTB:	Rwanda TVET Board
SOPs:	Standard Operating Procedures
TSS:	Technical Secondary School
TVET:	Technical and Vocational Education and Training

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **PERFORMING HOUSEKEEPING STORE ACTIVITIES**. Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes, each learning outcome has got various topics, you will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge and attitudes about the unit.

The Trainer's Manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies and techniques about how to facilitate students to undertake different activities as proposed in their Trainee's Manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify your strengths, weaknesses and areas for improvements.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

PERFORMING HOUSEKEEPING STORE ACTIVITIES

Learning Outcomes	Learning Hours	Topics
1. Prepare for stock management	10	1.1 Checking Cleanliness of housekeeping store
		1.2 Checking Store facilities
		1.3 Displaying Store room.
2. Arrange housekeeping store	20	2.1 Verification of Opening stock level
		2.2 Requisition Preparation
		2.3 Receiving Stock items
3. Ensure stock delivery activities	10	3.1 Receiving requisitions
		3.2 Issuing requested items
		3.3 Preparation of Housekeeping store reports

LEARNING OUTCOME 1: PREPARE FOR STOCK MANAGEMENT



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
 - c. What do you think this unit is about based on the illustration above?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to prepare for stock management. It covers the checking cleanliness of housekeeping store, checking store facilities, and displaying store room.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the cleanliness, housekeeping.	1. Check cleanliness of housekeeping store	1. Pay attention to details while checking the cleanliness of housekeeping store.
2. Identify tips followed while checking the surface hygiene in a housekeeping store.	2. check the surface hygiene in a housekeeping store.	2. Pay attention to details while checking the cleanliness of housekeeping store.
3. Describe the cleanliness of overall borderline in housekeeping store?	3. Check the cleanliness of overall borderline in housekeeping store	3. Comply with cleaning standards procedure while cleaning
4. Identify different steps followed while checking the cleanliness of equipment in housekeeping store.	4. Check the cleanliness of equipment in the housekeeping store	4. Comply with cleaning standards procedure while cleaning.
5. Identify different steps followed while checking the condition of cleaning supplies in housekeeping store	5. Check the condition of housekeeping supplies in housekeeping store	5. Pay attention to details while checking the condition of housekeeping supplies in housekeeping store
6. Identify facilities used for storing linen, and cleaning supplies.	6. Check store facilities	6. Take necessary safety precautions while checking store facilities

Knowledge	Skills	Attitudes
7. Identify unpleasant odours in store room and their potential source.	7. Check unpleasant odours in storeroom and their potential	7. Be attentive while Checking unpleasant odours in storeroom
8. Identify categories of housekeeping storeroom	8. Arrange store room	8. Be attentive while arranging store room
9. Describe safety and security considerations of housekeeping storeroom	9. Check safety and security in housekeeping storeroom	9. Take necessary safety and security precautions



Steps:



Discovery Activity



Task 1.

1. By employing various methodologies such as pair-share, large group discussion and presentation, the objective is to foster engagement and knowledge exchange among students.
2. Take students through the following steps
 - a. Firstly, organize trainees into pairs or small groups and guide them through a structured discussion about questions on task 1 in trainee's manual. Ensure active participation and understanding of instructions.
 - b. Secondly, bring the trainees back together as a large group for presentations. Each pair or group should summarize their discussions, sharing insights and learnings with the class. Encourage all trainees to contribute their own experiences and reflections
 - c. Conclude the activity with feedback and reflection. Emphasize that the purpose was not to find right answers but to provide a look into trainees 'checking cleanliness of housekeeping store
3. Introduce Topic 1.1: Checking cleanliness of housekeeping store

Topic 1.1: Checking cleanliness of housekeeping store



Objectives:

By the end of the topic, trainees will be able to:

- a. Define cleanliness, housekeeping store room, and hygiene terms
- b. Identify tips followed while checking the surface hygiene in a housekeeping store.
- c. Describe the cleanliness of the overall borderline in the housekeeping store.
- d. Identify different steps followed while checking the cleanliness of equipment in housekeeping store.
- e. Identify different steps followed while checking the condition of cleaning supplies in housekeeping store
- f. Describe Standard Operating Procedure (SOP) for cleaning a housekeeping store
- g. Check the cleanliness of the housekeeping store



Time Required: 3 hours.



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation



Materials, Tools and Equipment Needed:

Housekeeping trolley, shelves, trolley hamper, Pens, cleaning products, laundry products, hotel linen, staff uniform, room amenities, tea facilities, room stationeries, paper towel, gloves, cleaning materials, cleaning tools cleaning clothes, paper tray, punching machine, stapling machine, office chair, office table



Preparation:

- ☐ Carefully, read the questions given on task 1 in the trainee's manual, before asking students to read them.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them

☐ Identify possible existing workplaces in the community where students can visit out.

☐ You can also make appointments with the workplaces beforehand

☐ Ensure all necessary tools and equipment are available, make sure some are in working condition and others need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross Cutting Issues:

- ✓ Ensure fairness by providing equal opportunities for both male and female students in tasks and activities.
- ✓ Create a welcoming environment where all students, regardless of background or identity, feel respected and valued.
- ✓ Use varied teaching and assessment methods to ensure fairness and inclusion for all students.
- ✓ Provide guidance on budgeting and financial management to empower students in their information research activity.
- ✓ Emphasize the importance of eco-friendly practices, such as minimizing waste to promote sustainability in housekeeping store activity.



Prerequisites:

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening duties
- ✓ Housekeeping closing duties



Activity 1: Problem-Solving



Task 2

1. Using various methodologies like individual work, pair-share, or small group discussions, guide trainees to read the scenario 1 provided in the trainee's manual and answer questions on task 2 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity.
2. Provide necessary materials and tools for the task.
3. Employing suitable methodologies such as question and answer sessions in large groups, or pair and small group presentations, prompt students to share their answers with the class. As they present, write down their responses for future reference. Encourage all students to contribute their perspectives and ideas during the sharing session.
4. After the sharing session, refer students to **Key facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

1. Utilizing various methodologies like individual work, pair-share, or small group works, direct trainees to read the scenario presented in trainee's manual and guide them while performing the task outlined in their trainee manuals.
2. Throughout the task, encourage students to apply the knowledge and skills acquired in the previous activity independently. Your role as a trainer is to guide them by posing probing questions such as Why? What? and how? This approach enables students to formulate informed responses while fostering critical thinking and problem-solving abilities.
3. Upon completion of the task, utilize methodologies like question and answer in a large group, or pair and small group presentations, for students to share their answers.

Document their responses for reference and encourage all students to contribute their views, promoting collaborative learning.

4. After the sharing session, refer students to **Key facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 4

1. Using an appropriate methodology such as individual work, pairs or small groups of trainees, visit your school workshop or the nearby hotel housekeeping store and perform the tasks 4 provided in the trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
3. After the sharing session, refer students to **Key facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
4. Use the checklist below to assess the cleanliness of **housekeeping** store:

Assessment criteria and indicator	Yes	No	Comment
A. General cleanliness of housekeeping store is checked.			
✓ Floors are clean, dry, and free from debris or stains.			
✓ Walls and ceilings are dust-free and without cobwebs.			
✓ Shelves and racks are wiped clean and organized.			
✓ Windows, glass, and mirrors are clean and streak-free.			
✓ Trash bins are emptied and cleaned regularly			

✓ Overall borderline is cleaned			
✓ No bad odours; the store has proper ventilation or air fresheners as needed.			
B. Supplies and Equipment are checked			
✓ Cleaning equipment is free from dust and grime			
✓ Electrical equipment (e.g., vacuum cleaners) is cleaned and in working condition.			
✓ All buckets, mop heads, and cloths are cleaned after use.			
✓ Personal protective equipment (PPE) is clean and accessible			
C. Pest control is checked			
✓ No visible signs of pests or infestation (e.g., droppings, nests).			
✓ Pest control measures are regularly implemented.			
✓ Food or beverages are not stored in the housekeeping area.			

Topic 1.2: Checking Store facilities



Objectives:

By the end of the topic, trainees will be able to:

- a. Define housekeeping store facilities.
- b. Identify the housekeeping store facilities used to store hotel linen, staff uniforms, cleaning supplies, and guest amenities.
- c. Check housekeeping store facilities (hotel linen, staff uniforms, cleaning supplies, and guest amenities).



Time Required: 3 hours



Learning Methodology: Case studies, Role-play scenarios, small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, demonstrations and practical exercises.



Materials, Tools and Equipment Needed:

Housekeeping trolley, shelves, trolley hamper, Pens, cleaning products, laundry products, hotel linen, staff uniform, room amenities, tea facilities, room stationeries, paper towel, gloves, cleaning materials, cleaning tools cleaning clothes, paper tray, punching machine, stapling machine, office chair, office table.



Preparation:

- ☐ Read the scenario carefully, before asking students to read it.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them
- ☐ Identify possible existing workplaces in the community where students can visit out.
- ☐ You can also make appoints with the workplaces beforehand
- ☐ Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross-Cutting Issues:

- ✓ Ensure equitable participation and inclusivity among trainees in group formation, task allocation, and presentations.
- ✓ Emphasize the importance of financial literacy in selecting tools and equipment used.
- ✓ Promote environmental sustainability by adopting eco-friendly practices when sourcing tools and equipment.
- ✓ Prioritize inclusivity by providing accessible facilities and environments that cater to the diverse needs of all trainees involved in activities related.

**Prerequisites:**

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening duties

**Activity 1: Problem-Solving****Task 5**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read and analyze the scenario provided and answer the questions that follow on task 5 based on their skills, knowledge experience about checking housekeeping store facilities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 1.2**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as small group discussions, guide trainees while performing task 6 in their trainee's manual. Begin by introducing the situation and explaining the task to the trainees. Divide the trainees into small groups, ensuring each group has a mix of skill levels and personalities to encourage collaboration and diversity of ideas.
2. Facilitate the activity by circulating among the groups, offering guidance and support as needed. Encourage trainees to engage in discussions, share their ideas, and justify their answers. Monitor the progress of each group and ensure that all trainees are actively participating in the task.
3. Once the task is completed, reconvene the groups and facilitate a presentation session. Each group presents their done task. Encourage trainees to listen attentively to their peers' presentations and ask questions for clarification or further discussion.
4. Finally, lead a feedback and reflection session where trainees discuss their experiences, challenges, and insights gained from the activity. Encourage them to reflect on their decision-making process and consider how they can apply their newfound knowledge in future housekeeping endeavors.
5. After the sharing session, refer students to **Key facts 1.2**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 3: Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups of trainees, ask them to perform task provided in the trainee's manuals Activity 3, task 7. Make sure that all the students are actively participating and necessary materials/tools are provided and being used

2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
3. After the sharing session, refer students to **Key facts 1.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
4. Use the checklist below for checking housekeeping store facilities:

Assessment criteria and indicator	Yes	No	Comment
A. General store condition			
✓ Adequate space for storing linens without overcrowding is available and clean.			
✓ Adequate space for storing uniforms without overcrowding is available and clean.			
✓ Adequate space for storing cleaning supplies is available and clean.			
✓ Adequate space for storing guest amenities is available and clean.			
✓ Floors are clean, dry, and non-slippery.			
✓ Walls and ceilings are free from dampness, cracks, or stains.			
✓ Adequate lighting for visibility in all storage areas.			
✓ Proper ventilation to prevent mustiness or odors			
B. Storage facilities			
✓ Shelves and racks are sturdy, in good condition, and securely fixed.			
✓ Storage bins and containers are clean, labelled, and in good condition.			
✓ Proper facilities for hanging or storing cleaning equipment is available			
✓ Trolley for transporting cleaning supplies and linen are available			

Topic 1.3: Displaying Store room



Objectives:

By the end of the topic, trainees will be able to:

- a. Define cleaning supplies and guest amenities.
- b. Identify examples of cleaning supplies and guest amenities.
- c. Identify types of housekeeping store room
- d. Describe some key considerations to ensure a safe and secure working environment.
- e. Identify methods to be employed to minimize accessibility to a housekeeping store.
- f. Display properly the store room.



Time Required: 4 hours



Learning Methodology: Case studies, Role-play scenarios, small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, demonstrations and practical exercises.



Materials, Tools and Equipment Needed:

Housekeeping trolley, shelves, trolley hamper, Pens, cleaning products, laundry products, hotel linen, staff uniform, room amenities, tea facilities, room stationeries, paper towel, gloves, cleaning materials, cleaning tools cleaning clothes, paper tray, punching machine, stapling machine, office chair, office table.



Preparation:

- ☐ Read the situation or statement carefully, before asking students to observe it.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them
- ☐ Identify possible existing workplaces in the community where students can visit out.

❑ You can also make appoints with the workplaces beforehand ❑ Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.
Cross cutting issues: ✓ Ensure equitable participation and inclusivity among trainees in group formation, task allocation, and presentations. ✓ Emphasize the importance of financial literacy in selecting tools and equipment used. ✓ Promote environmental sustainability by adopting eco-friendly practices when sourcing tools and equipment. ✓ Prioritize inclusivity by providing accessible facilities and environments that cater to the diverse needs of all trainees involved in activities related.
 Prerequisites: ✓ Store housekeeping supplies ✓ Housekeeping guest room services ✓ Housekeeping opening and closing duties



Activity 1: Problem-Solving



Task 8

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the situation provided in trainee's manuals and answer the questions that follow based on their skills, knowledge experience in displaying housekeeping store room, under task 8 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.

3. After the sharing session, refer students to **Key facts 1.3**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 2: Guided Practice



Task 9

1. Introduce the task outlined in Task 9 in the trainee's manuals, and guide them while performing the task. Utilize appropriate methodologies such as individual work, pair-share, small group discussions, guided discussions, or large group discussion to facilitate engagement and participation. Provide necessary materials and tools, ensuring accessibility for all trainees to effectively complete the task.
2. During the task, encourage trainees to apply the knowledge and skills acquired in Activity 1 independently. Guide them through probing questions such as Why? What? and How? to prompt critical thinking and informed responses. Offer support and clarification as needed, fostering a collaborative learning environment where trainees feel empowered to explore and experiment with concepts.
3. Monitor trainees' progress throughout the task, ensuring active participation and understanding of instructions. Encourage collaboration and discussion among trainees if they are working in pairs or groups, promoting peer learning and knowledge sharing. Address any challenges or misconceptions that arise, providing guidance to help trainees navigate through the task effectively.
4. Once the task is completed, facilitate a sharing session where trainees can present their findings and insights. Use methodologies like question and answer sessions, pair presentations, or small group presentations to encourage active participation and engagement. Encourage all trainees to contribute their views and perspectives, fostering a supportive learning environment where diverse ideas are valued and respected. Summarize key takeaways from the task and provide feedback to reinforce learning outcomes and encourage further exploration of the topic.



Activity 3: Application



Task 10

1. Using an appropriate methodology such as individual work, pairs, or small groups, trainees will visit the housekeeping store room at their school and perform task 10 outlined in their trainee's manuals. Ensure that all instructions are clear and understood by the trainees, and facilitate active participation among all students. Provide necessary materials and tools for the task to be completed effectively.
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills, and attitudes acquired to real-life situations. Your role as the trainer is to set clear instructions, methodology, and timeframe for submitting the report. Encourage trainees to utilize the knowledge and skills they have acquired throughout the training program to analyze the scenario critically and develop informed responses.

Use this checklist while displaying housekeeping storeroom

Assessment criteria and Indicator	Yes	No	Observation
A. Overall organization and Layout			
✓ Walkways are wide enough for easy movement of staff and equipment.			
✓ Items are grouped logically by type and frequency of use			
✓ Specific areas are designated for different categories of items (e.g., cleaning chemicals, linens, equipment).			
✓ Vertical space is utilized effectively with shelving and storage solutions.			
✓ The storeroom is clean and free of dust, debris, and clutter			

✓ Access to the storeroom is controlled and restricted to authorized personnel.			
B. Item storage and identification			
✓ Shelving is sturdy, appropriate for the weight of items, and properly installed.			
✓ A consistent labelling system is used throughout the storeroom.			
✓ Items are easy to identify and locate			
✓ Stock is rotated to ensure that older items are used first.			
✓ Items are stored securely to prevent spills, damage, or theft.			
✓ Items are stored in appropriate containers to maintain quality and prevent waste.			
C. Cleaning supplies and chemicals			
✓ Cleaning chemicals are stored separately from other supplies to prevent contamination.			
✓ Adequate ventilation is provided in the chemical storage area.			
✓ Chemical containers are clearly labelled with the product name and any necessary warnings.			
D. Tools and equipment storage			
✓ A designated area is provided for storing cleaning tools and equipment			
✓ Tools and equipment are stored neatly and organized.			

1. Choose the correct answer:

The following definition defines best cleanliness; **except**:

- a. Cleanliness is the state of being clean and free from germs, dirt, trash, or waste.
- b. Cleanliness refers to the practices and conditions that help to maintain health and prevent the spread of diseases.
- c. All the above
- d. None of the above

2. Answer by **True** if the statement is correct or **False** if the statement is wrong:

- a. When checking the surface hygiene in a housekeeping store, you need to look for visible dirt, grime, or stains: This includes floors, walls, ceilings, shelves, countertops, equipment, and doorknobs.
- b. Inspect for signs of pests and sniff for any unpleasant odors.
- c. Spills on the floor should not be checked for hygiene reason.

3. Arrange by order the following steps involved in the procedure for checking the cleanliness of overall borderline in housekeeping store:

- a. Develop a checklist
- b. Take corrective action
- c. Conduct a thorough inspection
- d. Evaluate performance

4. Match element (s) in column **A** with their meaning in column **B**.

Answer	Column A	Column B
1.....	1. Guest amenities	A. They refer to the areas and resources within a hotel or other facility that are dedicated to storing and managing housekeeping supplies and equipment.
2.....	2. Chemical storage room	B. They are the various facilities, services, and comforts offered to guests during their stay.
3.....	3. Housekeeping store facilities	C. It is a specific type of housekeeping store room designed to store cleaning chemicals

		and other hazardous materials used in housekeeping operations.
--	--	--

5. The following are examples of housekeeping store facilities used to store hotel linen, except;
 - a. Hanging racks
 - b. Shelves
 - c. Trolleys
 - d. Storage bins
 - e. Cleaning carts
6. Describe categories of housekeeping store room.

Answers:

1. Choose the correct answer:
The following definition defines best cleanliness; **except:**
A.
2. Answer by **True** if the statement is correct and **False** if the statement is wrong:
A. True
B. True
C. False
3. Arrange by order the following steps involved in the procedure for checking the cleanliness of overall borderline in housekeeping store:
 - a. Develop a checklist
 - b. Conduct a thorough inspection
 - c. Take corrective action
 - d. Evaluate performance
4. Match element (s) in column **A** with their meaning in column **B**.

Answer	Column A	Column B
1.....B	1. Guest amenities	A. They refer to the areas and resources within a hotel or other facility that are dedicated to

		storing and managing housekeeping supplies and equipment.
2.....C	2. Chemical storage room	B. They are the various facilities, services, and comforts offered to guests during their stay.
3.....A	3. Housekeeping store facilities	C. It is a specific type of housekeeping store room designed to store cleaning chemicals and other hazardous materials used in housekeeping operations.

5. The following are examples of housekeeping store facilities used to store hotel linen, except;

E. Cleaning carts

6. Categories of housekeeping store room.

 Centralized/ Main housekeeping store room

This is a large, central storage area for all housekeeping supplies, equipment, and linen.

 Floor linen room

It is a smaller storage rooms located on each floor of the hotel. Primarily stores:

- Clean linen for immediate use on the floor
- Soiled linen awaiting collection
- Cleaning supplies for quick room turnaround

 Public area storeroom

It stores supplies and equipment specifically for maintaining public areas like lobbies, corridors, and restaurants. Typically contains:

- Vacuum cleaners
- Mops and brooms
- Cleaning chemicals
- Glass cleaner
- Floor polish

Laundry room

It's closely related to housekeeping. It stores:

- Soiled linen
- Clean linen
- Laundry detergents and chemicals
- Laundry equipment (washing machines, dryers, etc.)

Maintenance store room

It stores tools, equipment, and supplies for maintenance and repair work.

Typically contains:

- Hand tools (screwdrivers, hammers, pliers)
- Power tools (drills, saws)
- Paint and painting supplies
- Plumbing supplies
- Electrical supplies

Chemical storage room

It is a specific type of housekeeping store room. It is designed to store cleaning chemicals and other hazardous materials used in housekeeping operations. It stores:

- All-purpose cleaners
- Disinfectants
- Bathroom cleaners
- Floor cleaners
- Glass cleaners
- Kitchen degreasers
- Toilet bowl cleaners
- Specialized Chemicals: carpet cleaners, upholstery cleaners, metal polishers, rust removers, mould and mildew removers
- Other Chemicals: Bleach, ammonia, vinegar, alcohol, etc.



Points to Remember

- No foul odors; the room should smell fresh or neutral.
- Labels on products should be clean and legible.
- No signs of pests such as insects or rodents in store.
- Flammable items should be stored away from heat sources.
- Ensure proper ventilation, especially if chemicals are stored in the room.
- Cleaning machines (e.g., vacuum cleaners, floor polishers) should be clean and functional.
- Inspect cords and other electrical parts for damage to ensure safety.
- Ensure adequate lighting for easy identification of items and safety.
- Check that the housekeeping store adheres to the organization's standard operating procedures (SOPs).
- Ensure staff are aware of and follow cleanliness and hygiene protocols.
- Avoid excessive humidity to prevent rusting of tools and deterioration of cleaning supplies.
- Items and shelves should be labelled for easy identification.
- A first aid kit should be available and well-stocked
- Verify that all cleaning equipment (e.g., vacuums, scrubbers) is functional and well-maintained.
- Maintain a fresh, neutral smell in the room.
- Arrange items systematically by category, such as cleaning chemicals, equipment, and consumables.
- Store frequently used items at eye level and less frequently used items higher or lower.

- Display items neatly, avoiding clutter.
- Align items evenly to create a visually appealing arrangement.
- Clearly display safety signs, such as "Flammable Materials," "No Smoking," or "Emergency Exit."
- Ensure fire extinguishers and first aid kits are prominently visible and accessible.



Self-Reflection

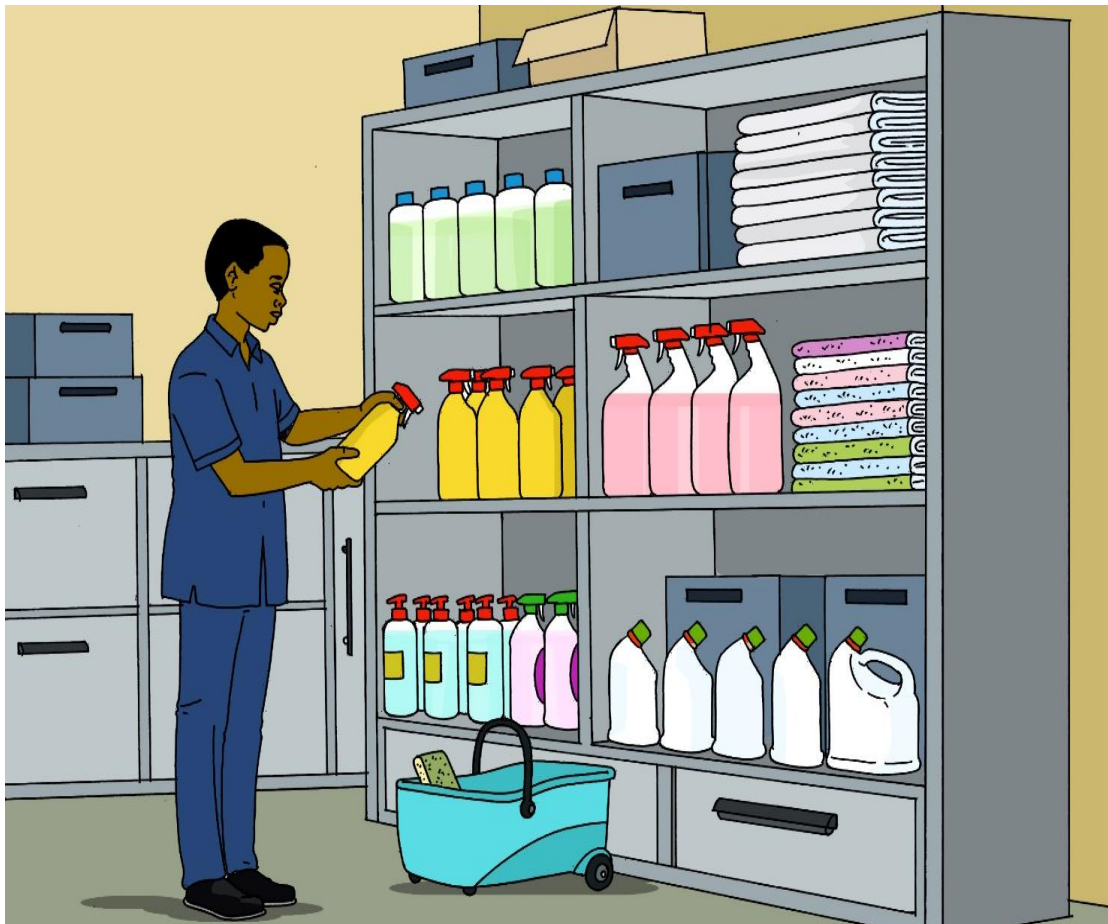
1. Ask learners to re-take the self-assessment at the end of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Further Information for the Trainer

Read the following book for helpful resources:

1. Dasgupta, D. S., & Jamader, A. R. (2024). Comprehensive Housekeeping Guidebook. Available at SSRN 4731150.
2. Ahmad Halimi, N. A. (2016). An overview of stock management in administration unit Department of Islamic Judiciary.
3. Jagmohan, N. (2013). *Housekeeping (Theory and Practice)*. S. Chand Publishing.
4. Jones, T. J. (2008). Professional management of housekeeping operations.
5. Casado, M. A. (2011). *Housekeeping management*. John Wiley & Sons.
6. Shopify. (2023, March 15). What is stock management? Definition and guide. Shopify. <https://www.shopify.com/encyclopedia/stock-management>

LEARNING OUTCOME 2: ARRANGE HOUSEKEEPING STORE



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
 - c. What do you think this unit is about based on the illustration above?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to arrange housekeeping store. It covers the verification of opening stock level, requisition preparation and the reception of stock items.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify requisition forms used in housekeeping store facility.	1. Prepare requisition forms used in housekeeping store facility	1. Pay attention to details while preparing requisition forms used in housekeeping store facility.
2. Describe the form used for receiving stock items	2. Receive stock items	2. Respect the storing procedure
3. Identify steps guide followed while verifying quality, quality, and maintenance and repair of housekeeping stock in use.	3. Verify quality, quality and maintenance and repair of housekeeping stock in use.	3. Pay attention to details while verifying quality, quantity and maintenance and repair of housekeeping stock in use.
4. Identify steps guide followed while verifying quality and quality of housekeeping stock kept.	4. Verify quality and quality of housekeeping stock kept.	4. Pay attention to details while verifying quality and quality of housekeeping stock kept.
5. Identify steps guide followed while verifying storage of housekeeping.	5. Verify storage of housekeeping.	5. Proactively identify potential problems or areas for improvement. And take appropriate action to address minor issues.

Knowledge	Skills	Attitudes
6. Identify steps guide followed while verifying damaged stock in housekeeping.	6. Verify damaged stock in housekeeping.	6. Maintain records of damaged items, including type of damage, quantity, and date of discovery.
7. Describe different categories of housekeeping damaged stock.	7. Demonstrate categories of housekeeping damaged stock.	7. Pay attention to details while demonstrating categories of housekeeping damaged stock
8. Describe causes of stock damage in housekeeping.	8. Solve the cause of stock damage	8. Maintain stock items
9. Identify a comprehensive guide to training housekeeping staff about housekeeping stock arrangement.	9. Training housekeeping staff	9. Treat all trainees with respect and dignity, regardless of their experience level



Steps:



Discovery Activity



Task 11

1. This activity aims to facilitate discussion among trainees regarding their prior experiences with arrangement of housekeeping store. By employing various methodologies such as pair-share, large group discussion and presentation, the objective is to foster engagement and knowledge exchange among students.
2. Take students through the following steps
 - a. Firstly, organize trainees into pairs or small groups and guide them through a structured discussion about questions on task 11 in trainee's manual. Ensure active participation and understanding of instructions.
 - b. Secondly, bring the trainees back together as a large group for presentations. Each pair or group should summarize their discussions, sharing insights and learnings with the class. Encourage all trainees to contribute their own experiences and reflections
 - c. Conclude the activity with feedback and reflection. Emphasize that the purpose was not to find right answers but to provide a look into trainees 'checking cleanliness of housekeeping store
3. Introduce Topic 2.1: Verification of housekeeping opening stock level

Topic 2.1: Verification of opening stock level



Objectives:

By the end of the topic, trainees will be able to:

- a. Identify steps guide followed while verifying quantity and quality of housekeeping stock in use.
- b. Identify steps guide followed while verifying quantity and quality of housekeeping stock kept.
- c. Identify steps guide followed while verifying maintenance and repair of housekeeping stock in use.
- d. Identify steps guide followed while verifying storage of housekeeping.
- e. Identify steps guide followed while verifying damaged stock in housekeeping.
- f. Verify stock in use, stock kept, and damaged stock.



Time Required: 6 hours.



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation



Materials, Tools and Equipment Needed:

Trolley hamper, shelves, working table, Pen, paper, verify tray, Dust bins, brooms.



Preparation:

- ☐ Read the questions or situation carefully, before asking students to read them.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them
- ☐ Identify possible existing workplaces in the community where students can visit.
- ☐ You can also make appoints with the workplaces beforehand

- ❑ Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross Cutting Issues:

- ✓ Ensure fairness by providing equal opportunities for both male and female students in tasks and activities.
- ✓ Create a welcoming environment where all students, regardless of background or identity, feel respected and valued.
- ✓ Use varied teaching and assessment methods to ensure fairness and inclusion for all students.
- ✓ Provide guidance on budgeting and financial management to empower students in their information research activity.



Prerequisites:

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening and closing duties



Activity 1: Problem-Solving



Task 12

1. Using an appropriate methodology such as individual work, pair-share, or small group discussions, guide trainees to engage in a problem-solving activity 1, and answer questions related to the knowledge of the verification of housekeeping opening stock level.
2. Provide all necessary materials and tools for the task 12.
3. Employing suitable methodologies such as question and answer sessions in large groups, or pair and small group presentations, prompt students to share their answers with the class. As they present, write down their responses for future reference. Encourage all students to contribute their perspectives and ideas during the sharing session.

4. After the sharing session, refer students to **Key facts 2.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13

1. Introduce the task 13 outlined in the trainee's manuals, and guide them while performing the task. Utilize appropriate methodologies such as individual work, pair-share, small group discussions, guided discussions, or large group discussion to facilitate engagement and participation. Provide necessary materials and tools, ensuring accessibility for all trainees to effectively complete the task.
2. During the task, encourage trainees to apply the knowledge and skills acquired in Activity 1 independently. Guide them through probing questions such as Why? What? and How? to prompt critical thinking and informed responses. Offer support and clarification as needed, fostering a collaborative learning environment where trainees feel empowered to explore and experiment with concepts.
3. Monitor trainees' progress throughout the task, ensuring active participation and understanding of instructions. Encourage collaboration and discussion among trainees if they are working in pairs or groups, promoting peer learning and knowledge sharing. Address any challenges or misconceptions that arise, providing guidance to help trainees navigate through the task effectively.
4. Once the task is completed, facilitate a sharing session where trainees can present their findings and insights. Use methodologies like question and answer sessions, pair presentations, or small group presentations to encourage active participation and engagement. Encourage all trainees to contribute their views and perspectives, fostering a supportive learning environment where diverse ideas are valued and respected. Summarize key takeaways from the task and provide feedback to reinforce learning outcomes and encourage further exploration of the topic.

- After the sharing session, refer students to **Key facts 2.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 14

- Using an appropriate methodology such as individual work, pairs, or small groups, trainees will visit workshop at their school or visit the nearby hotel housekeeping store and perform the tasks outlined on task 14 in their trainee's manuals. Ensure that all instructions are clear and understood by the trainees, and facilitate active participation among all students. Provide necessary materials and tools for the task to be completed effectively.
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills, and attitudes acquired to real-life situations. Your role as the trainer is to set clear instructions, methodology, and timeframe for submitting the report. Encourage trainees to utilize the knowledge and skills they have acquired throughout the training program to analyze the scenario critically and develop informed responses.
- After the sharing session, refer students to **Key facts 2.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
- Use the checklist below to verify quantity of housekeeping stock in use:

Assessment criteria and Indicator	Yes	No	Comment
A. Guest amenities is checked.			
✓ Item name is checked.			
✓ Unit of the item is checked.			
✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			

✓ Discrepancy of the item is checked			
✓ The shortage quantity is ordered			
B. Cleaning supplies are checked			
✓ Item name is checked.			
✓ Unit of the item is checked.			
✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			
✓ Discrepancy of the item is checked			
✓ The shortage quantity is ordered			
C. Linen & Towels are checked			
✓ Item name is checked.			
✓ Unit of the item is checked.			
✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			
✓ Discrepancy of the item is checked			
✓ The shortage quantity is ordered			
D. Other item not specified above			
✓ Item name is checked.			
✓ Unit of the item is checked.			
✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			
✓ Discrepancy of the item is checked			
✓ The shortage quantity is ordered			

5. Use the checklist below to verify quality of housekeeping stock in use:

Assessment criteria and Indicator	Yes	No	Comment
A. Cleanliness in housekeeping store is checked.			
✓ Dust, dirt, stains, and debris, signs of mould, mildew, or pests in housekeeping stock are checked.			

✓ Linens, towels and bathrobes for stains are checked.			
B. Safety and working condition of tools and equipment in housekeeping store is checked			
✓ Sharp edges or broken items in housekeeping store are checked.			
✓ Electrical cords and appliances in safe condition are checked			
✓ Wear and tear, damage, or missing parts for linens, towels and bathrobes are checked			
✓ Proper functioning of housekeeping tools and equipment is checked			
C. Quality of guest amenities is checked			
✓ The correct size, of linen is checked.			
✓ The softness and absorbedness of towels are checked.			
✓ Good scent, and dryness of soap is checked.			
✓ Good condition of toiletries is checked.			
D. Quality of guest amenities is checked			
✓ Correct chemicals for the task is checked.			
✓ Bottles/containers in good condition, with labels and expiration dates are checked.			

6. Use the checklist below to verify maintenance and repair of housekeeping stock in use:

Assessment criteria and Indicator	Yes	No	Comment
A. Maintenance and repair are checked			
✓ The item for maintenance & repair is given.			
✓ The quantity of items to be maintained & repaired is specified.			

✓ The condition of items to be maintained & repaired is described.			
✓ The action required is taken			

7. Use the checklist below to verify quantity of housekeeping stock kept:

Assessment criteria and Indicator	Yes	No	Comment
A. Guest amenities is checked.			
✓ Item name is checked.			
✓ Unit of the item is checked.			
✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			
✓ Discrepancy of the item is checked			
✓ The shortage quantity is identified and ordered			
B. Cleaning supplies are checked			
✓ Item name is checked.			
✓ Unit of the item is checked.			
✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			
✓ Discrepancy of the item is checked			
✓ The shortage quantity is identified and ordered			
C. Linen & Towels are checked			
✓ Item name is checked.			
✓ Unit of the item is checked.			
✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			
✓ Discrepancy of the item is checked			
✓ The shortage quantity is identified and ordered			
D. Other item not specified above			
✓ Item name is checked.			
✓ Unit of the item is checked.			

✓ Par stock level of the item is checked.			
✓ Actual quantity of the item is checked.			
✓ Discrepancy of the item is checked			
✓ The shortage quantity is identified and ordered			

8. Use the checklist below to verify quality of housekeeping stock kept:

Assessment criteria and Indicator	Yes	No	Comment
A. Cleanliness of housekeeping stock kept is checked.			
✓ Dust, dirt, stains, and debris, signs of mould, mildew, or pests in housekeeping stock are checked.			
✓ Linens, towels and bathrobes for stains are checked.			
B. Safety and working condition of tools and equipment in in housekeeping stock kept is checked			
✓ Sharp edges or broken items in housekeeping store are checked.			
✓ Electrical cords and appliances in safe condition are checked			
✓ Wear and tear, damage, or missing parts for linens, towels and bathrobes are checked			
✓ Proper functioning of housekeeping tools and equipment is checked			
C. Quality of guest amenities in housekeeping stock kept is checked			
✓ The correct size, of linen is checked.			
✓ The softness and absorbedness of towels are checked.			
✓ Good scent, and dryness of soap is checked.			
✓ Good condition of toiletries is checked.			
D. Quality of guest amenities in housekeeping stock kept is checked			
✓ Correct chemicals for the task is checked.			

✓ Bottles/containers in good condition, with labels and expiration dates are checked.			
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9. Use the checklist below to verify storage of housekeeping stock:

Assessment criteria and Indicator	Yes	No	Comment
A. Storage conditions of housekeeping store kept is checked.			
✓ Pests signs in housekeeping store are checked.			
✓ Ventilation in housekeeping store is adequate.			
✓ Temperature and humidity in housekeeping store are appropriate			
✓ Lighting in housekeeping store is sufficient			
B. Organization and accessibility in housekeeping store are checked			
✓ Shelves in housekeeping store are arranged and labelled.			
✓ Sufficient shelf space for all items in housekeeping store is provided			
✓ Items in housekeeping store are properly stored and easily accessible			
✓ Storage spaces in housekeeping store are not overcrowded			
C. Security in housekeeping store is checked			
✓ Storage areas in housekeeping store is restricted to unauthorized personnel.			
✓ Are appropriate security measures in housekeeping store are appropriately in place			

10. Use the checklist below to verify damaged items in housekeeping stock:

Assessment criteria and Indicator	Yes	No	Comment
A. Guest amenities is checked.			
✓ Item category and name is given.			
✓ Type of damage for the item is checked and described.			
✓ The quantity of damaged item is identified.			
✓ Action taken for the damaged item is identified.			
B. Cleaning supplies are checked			
✓ Item category and name is given.			
✓ Type of damage for the item is checked and described.			
✓ The quantity of damaged item is identified.			
✓ Action taken for the damaged item is identified.			
C. Linen & Towels are checked			
✓ Item category and name is given.			
✓ Type of damage for the item is checked and described.			
✓ The quantity of damaged item is identified.			
✓ Action taken for the damaged item is identified.			

Topic 2.2: Requisition preparation



Objectives:

By the end of the topic, trainees will be able to:

- a. Define housekeeping minimum and maximum store level.
- b. Describe the benefits of maintaining housekeeping minimum store levels.
- c. Identify factors affecting housekeeping minimum store level.
- d. Identify relevant information could be seen on housekeeping requisition form used in housekeeping.
- e. Prepare housekeeping requisition for store level.



Time Required: 7 hours



Learning Methodology: Case studies, Role-play scenarios, small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, demonstrations and practical exercises.



Materials, Tools and Equipment Needed:

Trolley hamper, shelves, working table, Pen, paper, verity tray, Dust bins, brooms.



Preparation:

- ☐ Read carefully the statement, before asking students to read it.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them
- ☐ Identify possible existing workplaces in the community where students can find tool and equipment used in flower decoration before sending students out.
- ☐ You can also make appoints with the workplaces beforehand
- ☐ Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross Cutting Issues:

- ✓ Ensure equitable participation and inclusivity among trainees in group formation, task allocation, and presentations.
- ✓ Emphasize the importance of financial literacy in selecting tools and equipment used.
- ✓ Promote environmental sustainability by adopting eco-friendly practices when sourcing tools and equipment.
- ✓ Prioritize inclusivity by providing accessible facilities and environments that cater to the diverse needs of all trainees involved in activities related.



Prerequisites:

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening and closing duties



Activity 1: Problem-Solving



Task 15

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the statement and answer the questions related to it under task 15 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 2.2**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 2: Guided Practice



Task 16

1. Using an appropriate methodology such as small group discussions, guide trainees to read the situation and perform the task under your guidance. Explaining the task to the trainees. Divide the trainees into small groups, ensuring each group has a mix of skill levels and personalities to encourage collaboration and diversity of ideas.
2. Facilitate the activity by circulating among the groups, offering guidance and support as needed. Encourage trainees to engage in discussions, share their ideas, and justify their tools and equipment selections. Monitor the progress of each group and ensure that all trainees are actively participating in the challenge.
3. Once the tools and equipment are selected, reconvene the groups and facilitate a presentation session. Each group presents their chosen tools and equipment and explains the rationale behind their selections. Encourage trainees to listen attentively to their peers' presentations and ask questions for clarification or further discussion.
4. Finally, lead a feedback and reflection session where trainees discuss their experiences, challenges, and insights gained from the activity. Encourage them to reflect on their decision-making process and consider how they can apply their newfound knowledge in future culinary endeavors.
5. After the sharing session, refer students to **Key facts 2.2**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 3: Application



Task 17

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions, or large group discussion, ask trainees to perform task 17 in their trainee's manuals.
2. Allow trainees the autonomy to work independently or in small groups to solve the problem. Foster a collaborative environment where trainees can share ideas, discuss potential solutions, and offer feedback to their peers.
3. Facilitate a reflective discussion where trainees can share their experiences, insights, and lessons learned from the activity. Encourage them to reflect on the effectiveness of their tools and equipment selection choices and consider how they can apply their skills in future flower decorations endeavors.
4. Use the checklist below while checking elaborated housekeeping requisition:

Assessment indicator	Yes	No	Comment
A. Requisition form details is checked			
✓ Place for company name is checked			
✓ Place for date and time of requisition is checked.			
✓ Place for the requisitioned is checked.			
✓ Place for the location for service needed is checked			
✓ Place for Serial Number is checked			
✓ Place for item name/ description is checked			
✓ Place for quantity requested is checked			
✓ Place for purpose to request item is checked			
✓ Place for approved quantity is checked.			
✓ Place for approval and acknowledge is checked			
✓ Place for issuer of items is checked			

Topic 2.3: Receiving stock items



Objectives:

By the end of the topic, trainees will be able to:

- a. Identify the role of verification of housekeeping stock items.
- b. Describe the procedure for verifying housekeeping stock items.
- c. Verify received stock items.



Time Required: 7 hours



Learning Methodology: Case studies, Role-play scenarios, small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, demonstrations and practical exercises.



Materials, Tools and Equipment Needed:

Trolley hamper, shelves, working table, Pen, paper, verity tray, Dust bins, brooms.



Preparation:

- ☐ Read carefully, before asking students to observe it.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them
- ☐ Identify possible existing workplaces in the community where students can find tool and equipment used in flower decoration before sending students out.
- ☐ You can also make appoints with the workplaces beforehand
- ☐ Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross cutting issues:

- ✓ Ensure equitable participation and inclusivity among trainees in group formation, task allocation, and presentations.
- ✓ Emphasize the importance of financial literacy in selecting tools and equipment used.
- ✓ Promote environmental sustainability by adopting eco-friendly practices when sourcing tools and equipment.
- ✓ Prioritize inclusivity by providing accessible facilities and environments that cater to the diverse needs of all trainees involved in activities related.

**Prerequisites:**

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening and closing duties

**Activity 1: Problem-Solving****Task 18**

1. Using an appropriate methodology such as individual work, pair-share, or small group discussions, guide trainees to engage in a problem-solving activity and answer questions related to the receiving stock items on task 18 in the trainees' manual.
2. Provide all necessary materials and tools for the task.
3. Employing suitable methodologies such as question and answer sessions in large groups, or pair and small group presentations, prompt students to share their answers with the class. As they present, write down their responses for future reference. Encourage all students to contribute their perspectives and ideas during the sharing session.
4. After the sharing session, refer students to **Key facts 2.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 19

1. Introduce the task 19 outlined in the trainee's manuals, and guide them while performing the task. Utilize appropriate methodologies such as individual work, pair-share, small group discussions, guided discussions, or large group discussion to facilitate engagement and participation. Provide necessary materials and tools, ensuring accessibility for all trainees to effectively complete the task.
2. Facilitate the activity by circulating among the groups, offering guidance and support as needed. Encourage trainees to engage in discussions, share their ideas, and justify their tools and equipment selections. Monitor the progress of each group and ensure that all trainees are actively participating in the challenge.
3. Once the task is completed, reconvene the groups and facilitate a presentation session. Each group presents their chosen tools and equipment and explains the rationale behind their selections. Encourage trainees to listen attentively to their peers' presentations and ask questions for clarification or further discussion.
4. Finally, lead a feedback and reflection session where trainees discuss their experiences, challenges, and insights gained from the activity. Encourage them to reflect on their decision-making process and consider how they can apply their newfound knowledge in future culinary endeavors.
5. After the sharing session, refer students to **Key facts 2.3**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 3: Application



Task 20

1. Using an appropriate methodology such as individual work, pairs, or small groups, trainees will visit the housekeeping store room in their school or nearest hotel and assist them in receiving stock items. See task 20 outlined in the trainees 'manual. Ensure that all instructions are clear and understood by the trainees, and facilitate active participation among all students. Provide necessary materials and tools for the task to be completed effectively.
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills, and attitudes acquired to real-life situations. Your role as the trainer is to set clear instructions, methodology, and timeframe for submitting the report. Encourage trainees to utilize the knowledge and skills they have acquired throughout the training program to analyze the scenario critically and develop informed responses.
3. Use the checklist below while receiving housekeeping stock items:

Assessment criteria and Indicator	Yes	No	Comment
A. Pre-receiving stage			
✓ The requisitioner is informed about the incoming delivery.			
✓ The receiving area cleanliness and organization are checked.			
✓ Enough space to accommodate the delivery is checked.			
B. Upon delivery time			
✓ The Identity of the delivery personnel is checked			
✓ Date and time for delivery is checked			
✓ The name of the receiver is checked			

✓ The supplier identification is checked			
✓ Purchase order number is checked			
✓ The invoice number is checked			
✓ Request delivery documents is checked			
C. Inspection, verification and documentation of delivered items			
✓ Quantity ordered is checked			
✓ Unit of the item is checked			
✓ Quantity received is checked			
✓ Visual inspection of items for damage, defects, or expiration dates is checked.			
✓ Item specifications is checked			
✓ Inventory records with the received items updated			
✓ File for the delivery documents for future reference is checked.			



Formative Assessment

1. Describe different categories of housekeeping damaged stock.
2. Describe causes of stock damage in housekeeping.
3. Answer by True if the statement is correct or by False if the statement is wrong.

The benefits of providing training for the housekeeping staff is to:

- a. Improved efficiency and productivity of housekeeping staff.
- b. Increase waste and spoilage of stock.
- c. Enhance safety and reduced risk of accidents.
- d. Improve inventory control and accuracy.

4. Match element (s) in column **A** with their meaning in column **B**.

Answer	Column A	Column B
1.....	1. Housekeeping, "stock in use"	A. It refers to the inventory of supplies, materials, and equipment maintained by the housekeeping department to ensure smooth operations.
2.....	4. Housekeeping damaged stock	B. It refers to items in the housekeeping inventory that are no longer usable due to wear and tear, accidental damage, or other forms of deterioration..
3.....	5. Housekeeping stock kept	C. It refers to the inventory of supplies, materials, or equipment that is currently being utilized or is available for use in the housekeeping department

5. Outline the importance of maintaining housekeeping maximum store level.

6. Outline the importance of maintaining housekeeping minimum store level.

7. Identify the benefits of maintaining housekeeping minimum store levels.

8. Explain the role verifying housekeeping store report.

Answers:

1. Different categories of housekeeping damaged stock are:

Damaged stock in housekeeping can be categorized based on item type, severity of damage, and reparability cause of damage, and by frequency of damage.

i. **By item type:**

- a. Linens and Fabrics (E.g. Torn sheets, pillowcases, or duvet covers, stained or faded towels, curtains, or bath mats)

- b. Cleaning tools and equipment (E.g. Broken vacuum cleaners, mop handles, or floor scrubbers, worn-out brooms, brushes, or sponges, damaged buckets, squeegees)
 - c. Guest Amenities (E.g. Toiletry packaging that is broken or leaking, expired items such as lotions, soaps, or sanitizers, damaged or scratched guest trays or glasses)
 - d. Operational Tools (E.g. Broken housekeeping carts (e.g., damaged wheels or shelves, tools like broken step stools or ladders)
- ii. **By severity of damage**
 - a. Minor Damage (E.g. Items that can be easily repaired or restored (e.g., a small tear in fabric, a loose cart wheel).
 - b. Moderate Damage (E.g. Items requiring professional repair or servicing (e.g., faulty vacuum motor, a heavily stained towel that needs specialized treatment).
 - c. Severe Damage⁹(E.g. Items that are beyond repair or usable condition (e.g., linens with irreparable holes, broken equipment parts).
- iii. **By Reparability**
 - a. Repairable Stock (E.g. Items that can be fixed cost-effectively (e.g., sewing torn linens, replacing parts of vacuum cleaners).
 - b. Non-Repairable Stock (E.g. Items that are permanently damaged or unsafe for continued use (e.g., frayed electrical cords, expired cleaning products).
- iv. **By Cause of damage**
 - a. **Wear and Tear** (E.g. Items damaged due to normal usage over time (e.g., faded linens, worn-out mop heads).
 - b. **Misuse or Negligence** (E.g. Items damaged due to improper handling or care (e.g., burned ironing boards, torn fabrics from rough handling).
 - c. **Accidental damage** (E.g. Items damaged unexpectedly (e.g., broken glass during cleaning, spilled chemicals on equipment).
 - d. **Storage or environmental factors** (E.g. Items damaged due to improper storage (e.g., moisture-damaged towels, rusted tools).
- v. **By frequency of damage**
 - a. Frequent Damage (E.g. Items that regularly incur damage, requiring a review of quality or usage methods (e.g., poor-quality mop heads).

- b. **Rare Damage** (E.g. Items that are robust but occasionally sustain damage due to accidents or unusual circumstances.

2. Causes of stock damage in housekeeping are:

- i. **Frequent usage:** Items like linens, towels, and cleaning tools undergo regular use, leading to natural wear and tear.
- ii. **Aging materials:** Over time, fabrics fade, fray, or weaken, and equipment parts may degrade or break.
- iii. **Rough handling:** Dragging or mishandling linens, such as pulling sheets too forcefully, can cause tears. Using tools (e.g., brooms or mops) for unintended purposes.
- iv. **Improper cleaning:** Using harsh chemicals on fabrics or tools not designed for such exposure and overloading laundry machines, leading to stress on linens.
- v. **Improper storage conditions:** Storing linens in damp or poorly ventilated areas, causing mildew or mold.
- vi. **Pest infestation:** Rodents or insects damaging fabrics or consumables.
- vii. **Chemical Spillage:** Cleaning chemicals leaking onto tools, linens, or amenities during storage.
- viii. **Humidity and moisture:** Excessive humidity can weaken fabrics, cause rust on tools, and damage packaging.
- ix. **Sunlight exposure:** Direct sunlight can fade linens and curtains or degrade certain materials over time.
- x. **Temperature extremes:** High or low temperatures can reduce the effectiveness of cleaning chemicals and cause structural issues in equipment.
- xi. **Spills or Stains:** Guest or staff accidents leading to permanent stains on linens or amenities.
- xii. **Breakage:** Dropping fragile items, such as glassware or dispensers.
- xiii. **Snags or Tears:** Linens snagged on sharp objects like furniture or zippers.
- xiv. **Lack of preventive maintenance:** Neglecting regular servicing of equipment, leading to breakdowns or inefficiencies.
- xv. **Improper repairs:** Temporary fixes or incorrect parts used in equipment repairs causing further damage.

- xvi. **Overuse without rotation:** Failure to rotate stock, leading to excessive wear on specific items.
- xvii. **Low-quality stock:** Purchasing substandard items that wear out or break easily.
- xviii. **Supplier defects:** Receiving damaged or inferior goods from suppliers.
- xix. **Untrained staff:** Employees unaware of proper handling, cleaning, or storage practices.
- xx. **Misuse of equipment:** Using machines or tools incorrectly, such as overloading vacuums or misassembling parts.
- xxi. **Irresponsible use:** Guests misusing towels, linens, or amenities (e.g., using towels for cleaning spills).
- xxii. **Theft or Deliberate damage:** Items intentionally damaged or taken by guests.
- xxiii. **Natural disasters:** Floods, storms, or fires can result in widespread stock damage.
- xxiv. **Power outages:** Disruptions causing equipment to malfunction or perishables to spoil

3. Answer by **True** if the statement is correct or by **False** if the statement is wrong.

The benefits of providing training for the housekeeping staff is to:

- 1. True
 - 2. False
 - 3. True
 - 4. True
4. Match element (s) in column **A** with their meaning in column **B**.

Answer	Column A	Column B
1.....C	1. Housekeeping, "stock in use"	A. It refers to the inventory of supplies, materials, and equipment maintained by the housekeeping department to ensure smooth operations.
2.....B	6. Housekeeping damaged stock	B. It refers to items in the housekeeping inventory that are no longer usable due to wear and tear, accidental damage, or other forms of deterioration..

3.....A	7. Housekeeping stock kept	C. It refers to the inventory of supplies, materials, or equipment that is currently being utilized or is available for use in the housekeeping department
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5. The importance of maintaining housekeeping maximum store level is:
 - i. **Prevents overstocking:** Avoids storage overcrowding and the associated challenges such as clutter, damage, and misplacement.
 - ii. **Reduces wastage:** Limits the risk of items becoming obsolete, expiring, or deteriorating, especially for consumables like cleaning chemicals or guest amenities.
 - iii. **Cost control:** Prevents excessive capital being tied up in stock, leaving more budget available for other operational needs.
 - iv. **Storage optimization:** Ensures that storage space is utilized efficiently without compromising safety or accessibility.
6. The importance of maintaining housekeeping minimum store level are:
 - i. Ensures that essential items are always available for daily housekeeping needs.
 - ii. Prevents delays in services due to unavailable supplies.
 - iii. Helps in planning bulk orders, reducing last-minute purchases at higher costs.
 - iv. Provides a clear threshold for reordering stock, reducing the risk of overstocking or understocking.
7. The benefits of maintaining housekeeping minimum store levels are:
 - i. Reduces service disruptions caused by stock shortages.
 - ii. Improves inventory management efficiency.
 - iii. Enhances guest satisfaction by ensuring all required items are available.
 - iv. Minimizes emergency purchases, saving time and money.
8. The role of verifying housekeeping store report is:
 - i. **Prevents errors:** Regular verification checks for discrepancies between physical stock and recorded stock, ensuring accuracy in inventory management.
 - ii. **Tracks consumption:** Verifies the quantity of items used, damaged, or issued to maintain up-to-date records.
 - iii. **Loss or misplacement:** Detects missing items or unexplained losses to prevent misuse or theft.

- iv. **Overstocking or understocking:** Highlights instances where stock levels exceed or fall below the required thresholds, aiding in timely replenishment or reduction.
- v. **Ensures usability:** Checks the quality of stock items, ensuring linens, tools, and consumables are in good condition and fit for use.
- vi. **Identifies damage:** Highlights damaged or expired stock that needs replacement or disposal.
- vii. **Reduces wastage:** Prevents overstocking and unnecessary purchases, reducing costs associated with spoilage or excess inventory.
- viii. **Optimizes expenditure:** Tracks high consumption rates and identifies opportunities to reduce costs or negotiate better supplier terms.
- ix. **Encourages responsibility:** Ensures staff follow protocols for requesting, using, and managing stock properly.
- x. **Auditing and compliance:** Supports internal audits by providing verified, accurate records of inventory status.
- xi. **Informed reordering:** Provides insights into current stock levels, enabling better planning for procurement based on actual needs.
- xii. **Improving processes:** Identifies inefficiencies in storage, usage, or inventory practices for corrective action.
- xiii. **Avoids stock shortages:** Ensures essential items are available for daily operations, preventing interruptions in guest services.
- xiv. **Plans for emergencies:** Helps maintain safety stock to meet unexpected surges in demand.



Points to Remember

- Involve housekeeping staff in the verification process to increase ownership and accountability.
- Consider using a perpetual inventory system to track stock levels in real-time.
- Use a standardized requisition form to ensure consistency and efficiency.
- Maintain a list of approved vendors for housekeeping supplies.
- Consider using a computerized inventory management system to streamline the requisition process.

- Update the inventory records with the received items, adjusting stock levels accordingly.
- Use a checklist to ensure that all necessary steps are followed during the receiving process.
- Train housekeeping staff on proper receiving procedures and handling of supplies.
- Consider using a computerized inventory management system to track stock movements and identify potential issues.



Self-Reflection

Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.

Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Further Information for the Trainer

Read the following book for helpful resources:

1. Jones, T. J. (2008). Professional management of housekeeping operations.
2. Gill, S. (2021). *Organized Living: Solutions and Inspiration for Your Home*. Ten Speed Press.
3. Richardson, P., & Miller, K. B. (2021). *Laundry Love: Finding Joy in a Common Chore*. Flatiron Books.

LEARNING OUTCOME 3: ENSURE STOCK DELIVERY ACTIVITIES



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit illustrations in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What is the difference between the different images in the illustration?
 - c. What do you think this unit is about based on the illustration above?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to ensure stock delivery activities. They will cover the receiving requisitions, issuing requested items and preparation of housekeeping store reports
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the procedure for receiving requisitions for the room section	1. Receive requisitions for the room section.	1. Maintain accurate and up-to-date records of all requisitions, ensuring that all information is correctly documented and processed.
2. Identify the procedure for receiving requisitions for the public area section	2. Receive requisitions for the public area section	2. Pay attention to detail to avoid errors and ensure that the correct items are delivered to the correct area.
3. Identify the procedure for receiving requisitions for the laundry section	3. Receive requisitions for the laundry section	3. Be proactive in identifying and resolving any issues or challenges that may arise during the requisition process.
4. Describe the process used to check requested items in housekeeping store	4. Check requested items in housekeeping store	4. Pay attention to details while checking requested items
5. Describe the delivery process in housekeeping store	5. Deliver requested items from housekeeping store	5. Be extremely detail-oriented
6. Describe the procedure for receiving approval for issued items	6. Receive approval for delivered items.	6. Maintain accurate records of all approved items.
7. Identify relevant information of a housekeeping cleaning supplies inventory report	7. Prepare the inventory report	7. Be open to feedback and willing to adapt the template and process to improve its effectiveness

Knowledge	Skills	Attitudes
8. Identify relevant information of a housekeeping equipment inventory report	8. Prepare the inventory report	8. Be open to feedback and willing to adapt the template and process to improve its effectiveness



Steps:



Discovery Activity



Task 21

1. This activity aims to facilitate discussion among trainees regarding their prior experiences with ensuring housekeeping stock delivery activities. By employing various methodologies such as pair-share, large group discussion and presentation, the objective is to foster engagement and knowledge exchange among students.
2. Take students through the following steps
 - a. Firstly, organize trainees into pairs or small groups and guide them through a structured discussion about questions on task 1 in trainee's manual. Ensure active participation and understanding of instructions.
 - b. Secondly, bring the trainees back together as a large group for presentations. Each pair or group should summarize their discussions, sharing insights and learnings with the class. Encourage all trainees to contribute their own experiences and reflections
 - c. Conclude the activity with feedback and reflection. Emphasize that the purpose was not to find right answers but to provide a look into trainees 'checking cleanliness of housekeeping store
3. Introduce Topic 3.1: Receiving requisition

Topic 3.1: Receiving requisition



Objectives:

By the end of the topic, trainees will be able to:

- a. Identify the procedure for receiving requisitions for the room section
- b. Identify the procedure for receiving requisitions for the public area section
- c. Identify the procedure for receiving requisitions for the laundry section
- d. Receive requisition for room section
- e. Receive requisition for public area section
- f. Receive requisition for laundry section



Time Required: 3 hours.



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation



Materials, Tools and Equipment Needed:

Trolley hamper, Register book, pen, Linen basket.



Preparation:

- ☐ Read carefully the situation, before asking students to read it.
 - ☐ Prepare the necessary materials, tools and equipment in advance.
 - ☐ Identify possible existing workplaces in the community where students can visit out.
 - ☐ You can also make appoints with the workplaces beforehand
- Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross Cutting Issues:

- ✓ Ensure fairness by providing equal opportunities for both male and female students in tasks and activities.
- ✓ Create a welcoming environment where all students, regardless of background or identity, feel respected and valued.
- ✓ Use varied teaching and assessment methods to ensure fairness and inclusion for all students.
- ✓ Provide guidance on budgeting and financial management to empower students in their information research activity.



Prerequisites:

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening and closing duties



Activity 1: Problem-Solving



Task 22

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the statement and answer the questions related to it under task 22 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 3.1**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 2: Guided Practice



Task 23

1. Introduce the task 23 outlined in the trainee's manuals, and guide them while performing the task. Utilize appropriate methodologies such as individual work, pair-share, small group discussions, guided discussions, or large group discussion to facilitate engagement and participation. Provide necessary materials and tools, ensuring accessibility for all trainees to effectively complete the task.
2. Facilitate the activity by circulating among the groups, offering guidance and support as needed. Encourage trainees to engage in discussions, share their ideas, and justify their tools and equipment selections. Monitor the progress of each group and ensure that all trainees are actively participating in the challenge.
3. Once the task is completed, reconvene the groups and facilitate a presentation session. Each group presents their chosen tools and equipment and explains the rationale behind their selections. Encourage trainees to listen attentively to their peers' presentations and ask questions for clarification or further discussion.
4. Finally, lead a feedback and reflection session where trainees discuss their experiences, challenges, and insights gained from the activity. Encourage them to reflect on their decision-making process and consider how they can apply their newfound knowledge in future culinary endeavors.
5. After the sharing session, refer students to **Key facts 3.1**, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 3: Application



Task 24

1. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to perform task 24 provided in the trainee's manuals Activity 3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
3. After the sharing session, refer students to **Key facts 3.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
4. Use the checklist below while receiving requisitions for the room section:

Assessment indicator	Yes	No	Comment
✓ Date and time of the requisition is checked.			
✓ The requester details is checked			
✓ Specific items requested, along with quantities and purpose are checked.			
✓ Responsible personnel to authorize the requisition is checked.			
✓ Stock availability is checked			
✓ Approval for issuance is checked			
✓ The quantity, quality and condition of items to issue are checked			
✓ Hand over the items to the room section staff or supervisor is done.			
✓ Signature or acknowledgment on the requisition form to confirm receipt of the items is checked			

✓ Update of stock inventory is checked.			
✓ The file of signed requisition form for future reference and audits is checked.			

5. Use the checklist below while receiving requisitions for the public area section:

Assessment indicator	Yes	No	Comment
✓ Date and time of the requisition is checked.			
✓ The requester details is checked			
✓ Specific items requested, along with quantities and purpose are checked.			
✓ Responsible personnel to authorize the requisition is checked.			
✓ Stock availability is checked			
✓ Approval for issuance is checked			
✓ The quantity, quality and condition of items to issue are checked			
✓ Hand over the items to the public area section staff or supervisor is done.			
✓ Signature or acknowledgment on the requisition form to confirm receipt of the items is checked			
✓ Update of stock inventory is checked.			
✓ The file of signed requisition form for future reference and audits is checked.			

6. Use the checklist below while receiving requisitions for the laundry section:

Assessment indicator	Yes	No	Comment
✓ Date and time of the requisition is checked.			
✓ The requester details is checked			
✓ Specific items requested, along with quantities and purpose are checked.			

✓ Responsible personnel to authorize the requisition is checked.			
✓ Stock availability is checked			
✓ Approval for issuance is checked			
✓ The quantity, quality and condition of items to issue are checked			
✓ Hand over the items to the laundry section staff or supervisor is done.			
✓ Signature or acknowledgment on the requisition form to confirm receipt of the items is checked			
✓ Update of stock inventory is checked.			
✓ The file of signed requisition form for future reference and audits is checked.			

Topic 3.2: Issuing requested items



Objectives:

By the end of the topic, trainees will be able to:

- a. Identify the procedure for receiving requests from the housekeeping store.
- b. Identify the process used to check requested items from the housekeeping store.
- c. Describe the procedure for receiving approval for housekeeping-issued items.
- d. Receive requests from the housekeeping store.
- e. Check requested items from the housekeeping store.
- f. Receiving approval for housekeeping-issued items.



Time Required: 3 hours



Learning Methodology: Case studies, Role-play scenarios, small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, demonstrations and practical exercises.



Materials, Tools and Equipment Needed:

Trolley hamper, Register book, pen, Linen basket.



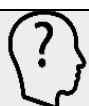
Preparation:

- ☐ Read situations or statements carefully, before asking students to read them.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them
- ☐ Identify possible existing workplaces in the community where students can find tool and equipment used in flower decoration before sending students out.
- ☐ You can also make appointments with the workplaces beforehand

- ❑ Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross Cutting Issues:

- ✓ Ensure equitable participation and inclusivity among trainees in group formation, task allocation, and presentations.
- ✓ Emphasize the importance of financial literacy in selecting tools and equipment used.
- ✓ Promote environmental sustainability by adopting eco-friendly practices when sourcing tools and equipment.
- ✓ Prioritize inclusivity by providing accessible facilities and environments that cater to the diverse needs of all trainees involved in activities related.



Prerequisites:

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening and closing duties



Activity 1: Problem-Solving



Task 25

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the statement provided on task 25 in the trainees' manual and answer the questions related to it based on their skills, knowledge experience in issuing housekeeping requested items. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts 1.2a, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 2: Guided Practice



Task 26

1. Using an appropriate methodology such as small group discussions, guide trainees to read the situation provided on task 26 in the trainees' manual and guide them while performing the task. Begin to explain the task to the trainees. Divide the trainees into small groups, ensuring each group has a mix of skill levels and personalities to encourage collaboration and diversity of ideas.
2. Facilitate the activity by circulating among the groups, offering guidance and support as needed. Encourage trainees to engage in discussions, share their ideas, and justify their tools and equipment selections. Monitor the progress of each group and ensure that all trainees are actively participating in the challenge.
3. Once the tools and equipment are selected, reconvene the groups and facilitate a presentation session. Each group presents their chosen tools and equipment and explains

the rationale behind their selections. Encourage trainees to listen attentively to their peers' presentations and ask questions for clarification or further discussion.

4. Finally, lead a feedback and reflection session where trainees discuss their experiences, challenges, and insights gained from the activity. Encourage them to reflect on their decision-making process and consider how they can apply their newfound knowledge in future culinary endeavors.
5. After the sharing session, refer students to Key facts 1.2a, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 3: Application



Task 27

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions, or large group discussion, guide trainees to perform the task 27 in their trainee's manual.
2. Allow trainees the autonomy to work independently or in small groups to solve the problem. Foster a collaborative environment where trainees can share ideas, discuss potential solutions, and offer feedback to their peers.
3. Facilitate a reflective discussion where trainees can share their experiences, insights, and lessons learned from the activity. Encourage them to reflect on the effectiveness of their tools and equipment selection choices and consider how they can apply their skills in future flower decorations endeavors.
4. **Use the checklists below while issuing housekeeping requested items:**

A. Receiving requests from housekeeping store

Assessment indicator	Yes	No	Comment
✓ A copy of the approved request form is brought and checked.			
✓ The authorized personnel to receive items is checked.			

✓ Specific items requested, along with quantities and purpose are checked.			
✓ The quantity, quality and condition of items to received are checked			
✓ Signature or acknowledgment on the requisition form to confirm reception of the items is checked			
✓ Update of stock inventory is checked.			
✓ The file of signed requisition form for future reference and audits is checked.			

B. Checking the request items from housekeeping store

Assessment indicator	Yes	No	Comment
✓ Requisition forma are collected and checked.			
✓ Date and time of request is checked			
✓ The requester details is checked			
✓ List of items requested, along with quantities and purpose are checked.			
✓ Responsible personnel to authorize the requisition is checked.			

C. Delivery request

Assessment indicator	Yes	No	Comment
✓ Date and time of the requisition is checked.			
✓ Check Delivery note is checked			
✓ The quantity and quality of items are checked			
✓ Update of inventory records is checked			
✓ Recipient notification is checked			
✓ Matching of items delivered with the requisition form is checked.			
✓ The recipient's acknowledgment on a delivery receipt is checked			

✓ Delivery receipts, requisition forms, and updated inventory logs for record-keeping is checked.			
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D. Receiving approval of the item issued.

Assessment indicator	Yes	No	Comment
✓ Date and time of the issuance is checked. and approved.			
✓ Name & Position of Issuing staff is checked and approved.			
✓ Name & Position of receiving staff is checked and approved.			
✓ Department receiving supplies is checked and approved.			
✓ Specific items issued, along with quantities is checked approved.			
✓ Unit of measure of items issued is checked and approved.			
✓ The condition of the item issued is checked and approved.			
✓ The purpose of the issued supplies is checked			
✓ The signature of assuring personnel is checked			
✓ Hand over report of item issued is checked and approved			

Topic 3.3: Preparation of housekeeping store reports



Objectives:

By the end of the topic, trainees will be able to:

- a. Define handover report
- b. Identify the objectives of a handover report
- c. Identify the types of handover reports
- d. Describe a standardized format of a handover report
- e. Identify linen and equipment inventory report template
- f. Prepare handover report



Time Required: 4 hours



Learning Methodology: Case studies, Role-play scenarios, small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, demonstrations and practical exercises.



Materials, Tools and Equipment Needed:

Trolley hamper, Register book, pen, Linen basket.



Preparation:

- ☐ Read the statement carefully, before asking students to read it.
- ☐ Prepare the necessary materials, tools and equipment in advance. Or you can ask students to come with them
- ☐ Identify possible existing workplaces in the community where students can find tool and equipment used in flower decoration before sending students out.
- ☐ You can also make appointments with the workplaces beforehand
- ☐ Ensure all necessary tools and equipment are available, make sure some are in working condition and other need to be fixed to offer students opportunity to carry out the basic maintenance of tools and equipment.

Cross cutting issues:

- ✓ Ensure equitable participation and inclusivity among trainees in group formation, task allocation, and presentations.
- ✓ Emphasize the importance of financial literacy in selecting tools and equipment used.
- ✓ Promote environmental sustainability by adopting eco-friendly practices when sourcing tools and equipment.
- ✓ Prioritize inclusivity by providing accessible facilities and environments that cater to the diverse needs of all trainees involved in activities related.

**Prerequisites:**

- ✓ Store housekeeping supplies
- ✓ Housekeeping guest room services
- ✓ Housekeeping opening and closing duties

**Activity 1: Problem-Solving****Task 28**

1. Using an appropriate methodology such as individual work, pair-share, or small group discussions, guide trainees to engage in a problem-solving activity related to the knowledge of preparation of housekeeping store reports on task 28 in their trainee's manuals.
2. Provide all necessary materials and tools for the task.
3. Employing suitable methodologies such as question and answer sessions in large groups, or pair and small group presentations, prompt students to share their answers with the class. As they present, write down their responses for future reference. Encourage all students to contribute their perspectives and ideas during the sharing session.
4. After the sharing session, refer students to Key facts 1.3 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 29

1. Introduce the task 29 outlined in the trainee's manuals, and guide them while performing the task. Utilize appropriate methodologies such as individual work, pair-share, small group discussions, guided discussions, or large group discussion to facilitate engagement and participation. Provide necessary materials and tools, ensuring accessibility for all trainees to effectively complete the task.
2. During the task, guide them through probing questions such as Why? What? and How? to prompt critical thinking and informed responses. Offer support and clarification as needed, fostering a collaborative learning environment where trainees feel empowered to explore and experiment with concepts.
3. Monitor trainees' progress throughout the task, ensuring active participation and understanding of instructions. Encourage collaboration and discussion among trainees if they are working in pairs or groups, promoting peer learning and knowledge sharing. Address any challenges or misconceptions that arise, providing guidance to help trainees navigate through the task effectively.
4. Once the task is completed, facilitate a sharing session where trainees can present their findings and insights. Use methodologies like question and answer sessions, pair presentations, or small group presentations to encourage active participation and engagement. Encourage all trainees to contribute their views and perspectives, fostering a supportive learning environment where diverse ideas are valued and respected. Summarize key takeaways from the task and provide feedback to reinforce learning outcomes and encourage further exploration of the topic.

After the sharing session, refer students to **Key facts 3.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 30

1. Using an appropriate methodology such as individual work, pairs, or small groups, trainees will read the statement provided on task 29 in the trainees' manual and perform the task. Ensure that all instructions are clear and understood by the trainees, and facilitate active participation among all students. Provide necessary materials and tools for the task to be completed effectively.
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills, and attitudes acquired to real-life situations. Your role as the trainer is to set clear instructions, methodology, and timeframe for submitting the report. Encourage trainees to utilize the knowledge and skills they have acquired throughout the training program to analyze the scenario critically and develop informed responses.
3. Use the checklist below while checking whether the handover report is well done:

Assessment indicator	Yes	No	Comment
A. The handover report is checked			
✓ Date and time of the handover report is checked			
✓ Incoming shift for the handover is checked			
✓ Name of outgoing staff is checked			
✓ Name of incoming staff is checked			
✓ Name & Position of Witness is checked			
B. The inventory category is checked			
✓ Item description is checked			
✓ Opening balance is checked			
✓ The issued items are checked			
✓ Return items are checked			
✓ Closing balance is checked			
✓ Signature and date of outgoing staff is checked			

✓ Signature and date of incoming staff is checked			
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Formative Assessment

1. Identify the procedure used for receiving requisitions for the laundry section.
2. Identify the procedure used for receiving request from housekeeping store.
3. Answer by **True** if the statement is correct or **False** if the statement is wrong
 - a. A handover report is a formal document used to transfer responsibilities, tasks, or assets from one individual or team to another.....
 - b. Cleaning supplies inventory report is a detailed document used to track, monitor, and manage the stock levels of cleaning materials and supplies.....
 - c. A linen inventory report is a document used to order the stock levels of linen items in an organization, typically in industries like hospitality, healthcare, or housekeeping.....
 - d. An equipment inventory report is a document used to monitor, track, and manage the stock and condition of equipment within an organization.....
4. Outline at least three (3) objectives of a hand over reports
5. Outline at least three (3) types of handover reports
6. Discuss relevant information on housekeeping store handover report.

Answers:

1. Receiving requisitions for the laundry section pass through into the following steps

Step 1: Submission of requisition

- ✓ Ensure requisitions are submitted using an approved form or template.

Step 2: Verify the requisition

- ✓ Verify that all fields on the requisition form are filled in accurately.
- ✓ Ensure the requisition is signed and approved by the laundry section supervisor or housekeeping manager.

Step 3: Review Stock Availability

- ✓ Compare the requested items against current stock levels in the housekeeping or laundry store.

- ✓ Notify the requester if any items are unavailable and suggest alternatives or estimated delivery times.

Step 4: Approval for issuance

- ✓ Confirm the requisition is aligned with available stock and operational requirements.
- ✓ Record the approval in the requisition form or inventory management system.

Step 5: Prepare items for issuance

- ✓ Retrieve requested items from the store, ensuring they match the requisition details (correct quantity, brand, type, etc.).
- ✓ Verify the quality and condition of items to ensure they meet laundry requirements.

Step 6: Issue items to the laundry section

- ✓ Hand over the items to the laundry section staff or supervisor.
- ✓ Obtain a signature or acknowledgment on the requisition form to confirm receipt of the items.

Step 7: Update inventory records

- ✓ Deduct the issued items from the inventory log to maintain accurate stock records.
- ✓ Save the signed requisition form for future reference and audits.

Step 8: Follow-up

- ✓ Monitor how the issued items are used to prevent wastage or misuse.
- ✓ Collect feedback from laundry staff on the quality and adequacy of the supplies for continuous improvement.

2. Receiving request from housekeeping store pass through into the following steps:

Step 1. Preparation for receipt

- ✓ Bring a copy of the approved request form or requisition order.
- ✓ Ensure you have authorization to receive the items (e.g. approval email if required).
- ✓ Visit the housekeeping store at the designated time to avoid delays.

Step 2. Verification of items requested

- ✓ Inspect the items thoroughly to ensure:
 - ✚ They match the requested quantities.
 - ✚ They are in good condition and meet quality standards.
 - ✚ There are no discrepancies between the items requested and the items provided.

Step 3. Handling discrepancies

- ✓ If there are any discrepancies (e.g., wrong items, incorrect quantities, or damaged goods), immediately inform the storekeeper.
- ✓ Resolve issues on the spot by adjusting the inventory record or raising a new request if necessary.

Step 4. Acknowledgment of receipt

- ✓ Once satisfied, acknowledge receipt by signing the delivery note, stock issuance form, or electronic record.
- ✓ Ensure the signed document includes:
 - ✚ Your name and signature.
 - ✚ Date and time of receipt.
 - ✚ Item descriptions and quantities.

Step 5. Transport and storage

- ✓ Arrange for the safe transport of the received items to the appropriate location.
- ✓ Store the items in their designated area, maintaining cleanliness and order.

Step 6. Update records

- ✓ Update your department's inventory system or logs to reflect the items received
- ✓ Keep a copy of the signed receipt or delivery note for future reference and audits.

3. Answer by True if the statement is correct or False if the statement is wrong
 - A. True
 - B. True
 - C. True
 - D. True
4. Three (3) objectives of a hand over report are:
 - i. Ensures that responsibilities are clearly passed on.
 - ii. Provides the incoming person or team with necessary context to continue work seamlessly.
 - iii. Avoids miscommunication by documenting all relevant details.
5. Three (3) types of handover reports are:
 - i. **Task-based handover report that:**
 - ✓ focuses on handing over specific tasks or responsibilities.
 - ✓ Employees transitioning roles, going on leave, or finishing a project.
 - ✓ Lists of completed and pending tasks.

- ✓ Shows deadlines for pending tasks.
- ✓ Gives recommendations or next steps.

ii. **Shift handover report that:**

- ✓ Ensure continuity of work during shift changes
- ✓ Summaries work completed during the shift.
- ✓ Outlines ongoing activities or issues.
- ✓ Gives instructions for the incoming shift.
- ✓ Outlines equipment or materials used or needed.

iii. **Inventory/Stock handover report that:**

- ✓ Documents the transfer of inventory or stock.
- ✓ Shows current stock levels.
- ✓ Shows issued and returned items.
- ✓ Shows damaged or missing items.
- ✓ Shows reordering requirements.

6. Relevant information on housekeeping store handover report are:

1. Basic information that includes:

- ✓ Report title
- ✓ Prepared by: Outgoing Person's Name & Designation
- ✓ Recipient: Incoming Person's Name & Designation
- ✓ Date of handover: DD/MM/YYYY
- ✓ Time of handover: HH:MM AM/PM

1. Summary of responsibilities that includes:

- ✓ Overview of Role/Tasks
- ✓ Briefly describe the role or tasks being handed over.
- ✓ Key Duties
- ✓ List key responsibilities or functions.

2. Status of work/Tasks that includes:

- ✓ Completed Tasks
- ✓ Summarize tasks completed before the handover.
- ✓ Pending Tasks
- ✓ Task Name/Description

- ✓ Status (In progress, on hold, etc.)
- ✓ Deadline
- ✓ Any specific instructions or next steps.
- ✓ Ongoing Projects: List active projects with a brief status update.

b. Inventory/Resources (if applicable) that includes:

- ✓ Items handed over
- ✓ Item name | Quantity | Condition | Comments
- ✓ Stock Levels: Summarize available stock or assets.
- ✓ Outstanding Issues:
- ✓ Missing items or stock discrepancies.

c. Challenges/Recommendations that includes:

- ✓ Unresolved Issues: Briefly describe any ongoing problems or challenges.
- ✓ Suggestions/Recommendations: Provide advice for handling pending or ongoing tasks.

d. Supporting Documents that includes:

- ✓ List any attached documents or references, such as:
 -  Task lists.
 -  Inventory logs.
 -  Approval forms.
 -  Contact details of key personnel.

e. Acknowledgment that includes:

- ✓ Outgoing Person's Declaration:

"I hereby hand over all the responsibilities, tasks, and items as detailed above."

Signature: _____

Name: _____

Date: _____
- ✓ Incoming Person's Acknowledgment:

"I acknowledge receipt of the responsibilities, tasks, and items as detailed above."

Signature: _____

Name: _____

Date: _____



Points to Remember

- Use a clear and consistent format with headings and subheadings to organize the information.
- Use concise and unambiguous language to avoid confusion.
- Obtain signatures from both the outgoing and incoming staff to acknowledge the accuracy and completeness of the report.
- Keep a copy of the completed handover report for future reference.
- List all housekeeping supplies, equipment, and other relevant items in detail. Include brand names, quantities, and any other relevant information (e.g., expiration dates, serial numbers).
- Categorize items for better organization (e.g., cleaning chemicals, guest amenities, linen, equipment).
- Note the condition of each item (e.g., new, used, damaged, missing).
- Consider using a standardized template for consistency and accuracy.



Self-Reflection

- a. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
- b. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Further Information for the Trainer

Read the following book for helpful resources:

1. Casado, M. A. (2011). *Housekeeping management*. John Wiley & Sons.
2. Open Text BC. (n.d.). *Basic Inventory Procedures*.
<https://opentextbc.ca/basickitchenandfoodservicemanagement/chapter/basic-inventory-procedures/>
3. Cedar Creek Lodges. (n.d.). *Inventory Management - Standard Operating Procedure (SOP)*.



Summative assessment

Integrated situation

X Hotel located in Northern Province Musanze district does not have housekeeping store keeper. The housekeeping supplies are not well managed; housekeeping attendants misuse them, no requisition form used for requesting them, no issuing form filled to record housekeeping supplies given to room attendants and no housekeeping inventory reports made. The hotel hired you as a permanent housekeeping storekeeper, where your role is to organize housekeeping store and ensure stock delivery management.

Tasks: You are requested to perform the below-mentioned activities within 4 hours

1. Arrange housekeeping stock
2. Make a requisition form / template
3. Issuing requested items to the different department
4. Make inventory reports

Resources

Tools	Dust bin, paper tray, punching machine, stapling machine
Equipment	Housekeeping trolley, shelves, trolley basket, office chair, office table, computer, printer, containers, bins
Materials/Consumables	Pens, cleaning products, laundry products, hotel linen, staff uniform, room amenities, tea facilities, room stationeries, paper towel, gloves, cleaning materials, cleaning tools cleaning clothes.

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Prepare for stock management (30%)	1.1. Cleanliness of housekeeping store is properly checked according to the	Cleaning surface procedures are checked			10
		Cleaning overall borderline is checked			

	store cleaning SOPs	Cleaning of equipment is checked			
		Positioning of suppliers is checked			
	1.2. Store facilities are correctly checked according to their usage	Facilities used for storing Hotel linen are checked			10
		Facilities used for storing Hotel Staff uniform are checked			
		Facilities used for storing room amenities are checked			
		Facilities used for storing cleaning suppliers are checked			
	1.3. Store room is properly arranged according to the hotel standards	Displaying store is done according to the types			10
		Displaying store room is done considering			

		safety and security			
		Consideration of Traffic flow is done			
2. Arrange housekeeping store (40%)	2.1. Verification of Opening stock level	Stock in is verified			10
		Stock kept is verified			
		Damaged stock is verified			
	2.2. Requisitions are properly prepared according to the stock level	Store level is prepared			20
		Requisition form or template is prepared			
	2.3. Stock items are properly received as per storing procedure	Requisition form or template is prepared			10
		Received item are Verified			
3. Ensure stock delivery activities	3.1. Requisitions are adequately received as per the housekeeping sections	Requisition list from Rooms section is received			5
		Requisition list from laundry is received			

	3.2. Requested items are properly issued according to the issuing procedures	Issuing preparation is done			20
		Receiving request items is done			
		Checking request items is done			
		Checking of request Delivering is done			
		Approval of requested items is done			
	3.3. Housekeeping store report is properly prepared according to the hotel standards	Handover report is done			5
		Inventory report is done			
Total marks		100			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

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