Final Report: Sub-regional Pilot of the APEC Occupational Standards for the Travel, Tourism and Hospitality Industry in the Pacific Alliance

APEC Human Resources Development Working Group

August 2024

**Asia-Pacific
Economic Cooperation**

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Acknowledgements

We would like to acknowledge the contribution of the members of the Project Steering Committee, whose input and support were instrumental throughout this project. Their collective knowledge and unwavering commitment to advancing international collaboration have been invaluable in shaping the direction of the project and ensuring its relevance across APEC economies. They have generously shared their knowledge, resources, and time and their dedication and expertise has significantly enriched the project's outcomes. The collaborative approach with which all Steering Committee members have approached this project and their commitment to a common goal fostered an environment of cooperation and synergy.

Furthermore, we would like to acknowledge and recognise the contributions of the public sector in many economies, industry and training sector stakeholders from the participating economies who attended workshops and provided input over the duration of the project. Their passion for addressing real-world workforce challenges through building and recognising skills and capability in their industry has brought forth unique perspectives and this input has contributed to the overall success of the project.

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Executive summary

The modern global economy sees the constant movement of goods and services across borders, languages, and regulatory environments. The Asia-Pacific Economic Cooperation (APEC)'s role in the Asia-Pacific region is to make this possible by facilitating trade through customs procedures, synchronising regulatory systems, and developing common benchmarks and standards for the region's labour force. One aspect of APEC's mission is to enable labour mobility between member economies for the benefit of individuals and of industries with skills or labour shortages. The APEC Occupational Standards Framework works towards this mission by supporting recognition of workers' skills irrespective of their place of origin, but work remains in identifying how best to support its implementation. In cooperation with four Pacific Alliance economies, three of which are APEC members, the pilot project discussed in this report tested the applicability of the APEC Occupational Standards developed using this Framework in two core occupations in the Tourism and Hospitality Industry.

Begun in 2019 through HRD 07 2019S and resumed in 2021 following the COVID-19 pandemic, the project team met with over 170 industry and 77 institutional representatives from the Pacific Alliance economies of Chile; Colombia; Mexico; and Peru. The project encompassed 11 workshops along with discussions with public sector, industry and training sector stakeholders to inform a collaborative endeavour to map, validate, and review occupational standards and training for the occupations of Cook and Housekeeper across the participating economies. Mapping involved assessing the applicability of the eight Core APEC Occupational Standards for each job role in the view to identify differences and commonalities between these and the skills and knowledge requirements of domestic standards. The project undertook to identify whether the skills and knowledge outlined in the APEC Occupational Standards were operable in industry in the participating economies and also reviewed training curriculum to ensure that local conditions met both the needs of industry and of APEC's inter-regional framework.

This report makes clear the extent of the pilot project's success.

The project has shown the broad harmony of the domestic standards of the participating economies with the APEC Occupational Standards. It revealed any differences between the APEC Occupational Standards and identified barriers to the adoption of APEC Occupational Standards by each economy's training sector. Interestingly, methodological differences between Chile and Peru's mapping procedures were found to be a cause of divergence, highlighting the nuances of the interpretative decision-making required for mapping standards in the context of local industry practice, terminology and training requirements. The pilot's identification and resolution of this unexpected outcome will be of great benefit to any future mapping exercises.

One significant outcome of the project was the discovery that the majority of the gaps identified when mapping standards were immaterial in practice. Face-to-face workshops with local industry representatives confirmed that these skills were in fact covered by formal and informal training. The project showed that APEC Occupational Standards have a role not only in training, but also in the certification of workers who have obtained their skills through informal means. For the participating economies, this international benchmarking could add a level of professional recognition that many workers are currently unable to access.

The pilot also quickly evidenced the strength of the participating economies' training and curriculum development programs, building on this foundation to collaboratively explore how domestic curriculum could be adapted to address those skills and knowledge gaps identified in earlier stages of the project. Collaboration led to the identification of future training opportunities in sustainable practices and transversal communication, as well as, crucially, determining that the gaps that did exist were more likely to be related to linkages between training and industry than between APEC Occupational Standards and domestic standards.

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The pilot's success and its challenges have led this report to make several recommendations for further work, including procedural improvements and opening of additional communication channels between participating economies. The report also recommends including both metropolitan and regional areas in any future projects of industry engagement activities using hybrid face-to-face and online engagement models to improve accessibility.

The success of the pilot project also provides an opportunity for further exploration and potential for future projects that could build on the success already achieved, including development of an APEC quality framework for skills recognition, central resources for recognising skills within and across economies in line with the APEC Occupational Standards and creation of an APEC Digital Skills Badge to enable portable recognition of APEC skills certification underpinned by an APEC certifying process and platform, to ensure consistent mapping, validation and certification of skills across APEC economies.

The correspondence of skills and knowledge requirements for the occupations of Cook and Housekeeper between the participating economies and with APEC Occupational Standards, now evidenced by this pilot project, opens the door to regional labour mobility and international skills certification. Widening the pilot to include more economies or industries or instigating further exploration of the recommendations emerging from this pilot project promises a more integrated Asia-Pacific region and greater confidence in the skills that power the region's economies.

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1 Introduction

1.1 Background

In 2016-17, the Asia-Pacific Economic Cooperation (APEC) Human Resources Development Working Group (HRDWG) endorsed a project to test the application of the APEC Occupational Standards Framework in the Travel, Tourism and Hospitality Industry (HRD 12 2016S). Proposed by Australia and Peru, the project would leverage the framework to create Occupational Standards for a range of occupations in the tourism industry.

The purposes of the Occupational Standards are to

- Outline **common benchmarks and standards** for performance of job roles across APEC economies

- Establish a tool for enabling **labour mobility** within and across APEC economies and a flow of **skilled workers with certified abilities and expertise**

- Assist employers to **understand capabilities** of workers who are trained in different geographical locations within and across economies for the same job role

- Assist in **meeting global supply chain demands**

A Project Working Group was formed comprising of industry, public sector and training sector representatives from six APEC economies:

- Australia
- Chinese Taipei
- Peru

- The Philippines
- Thailand
- Viet Nam

Australia and Peru also supported further consultation with the Latin American APEC economies of Chile and Mexico, as well as with Colombia, participating as an APEC Observer.

The project group selected six occupations, for which detailed job role descriptions were developed. These six occupations were:

- Bar Attendant
- Cook
- Event Coordinator

- Front Desk Attendant
- Housekeeper
- Travel Consultant

The Project Working Group met to determine the common functions and tasks of these occupations, along with the skills, knowledge and personal attributes required by individuals in order to perform these job roles, across the six economies. All participating economies were involved in reviewing and validating the draft Standards and consulting with industry stakeholders to gather feedback and input toward the final Occupational Standards.

From these job role descriptions, a set of 45 Occupational Standards were developed across the six selected occupations, outlining the common benchmarks and standards for performance across APEC economies.

The Tourism Occupational Standards Framework and associated Occupational Standards were completed in November 2017 along with a set of detailed Companion Guides to assist in the implementation of the Standards. The material was provided to the APEC HRDWG.

Based on the outcomes of the project, a number of recommendations were made, including piloting the implementation of the Tourism Occupational Standards in one or more APEC economies for at least one occupation.[1] In 2019, Australia partnered with the three Latin American APEC economies and their

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[1] *Asia-Pacific Economic Cooperation (APEC) Occupational Standards Framework. Test in the Travel, Tourism and Hospitality industry [HRD 12 2016S].* 2018, Human Resource Development Working Group, APEC.

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Pacific Alliance partner Colombia on a pilot project to build on this recommendation to test and validate
the APEC Occupational Standards across two selected occupations: Cook and Housekeeper.

**This report summarises the findings of the pilot project, including methodology applied,
outcomes and recommendations.**

1.2   Pilot project aim and objectives

This pilot project was undertaken by the Pacific Alliance members of **Chile; Colombia; Mexico; and
Peru** (Pacific Alliance partner and APEC Non-member Guest) for Latin America to determine the
feasibility of implementing the APEC Tourism Occupational Standards in training for two occupations
of focus in the tourism sector**, Cook and Housekeeper.**

Key **objectives** for economies in this pilot project included:

- Determine if the APEC Occupational Standards align with the current training competencies
  and curriculum used domestically

- Identify gaps in skills and knowledge requirements for each occupation when compared to the
  APEC Occupational Standards

- Identify any other economy-specific content that should be added to locally developed training
  programs to address identified gaps

- Identify how economies can work with industry and training providers to use the APEC
  standards and develop training that can be delivered within domestic training systems and
  labour markets.

The lessons learned through this process will enhance APEC's vocational education and training
(VET) evidence base and help to inform future projects based on the regional standards. Potential
benefits to the region from the occupational standards cooperative work include:

- **Improved industry engagement** in VET, highlighting the value proposition for businesses to
  participate

- **Improved access to skilled labour** in-economy for businesses to improve their productivity
  and expand their operations

- **Tailored regional occupational standards** to meet local VET system requirements across a
  diverse range of economies, which will improve linkages between education and training
  systems within and across economies to support better employment outcomes and greater
  recognition and understanding between APEC education and training systems.

*The project will provide insights on how economies can work with industry and training providers to
use the standards to develop tailored training products that can be delivered within training
systems and labour markets. This is a critical step to translating the occupational standards
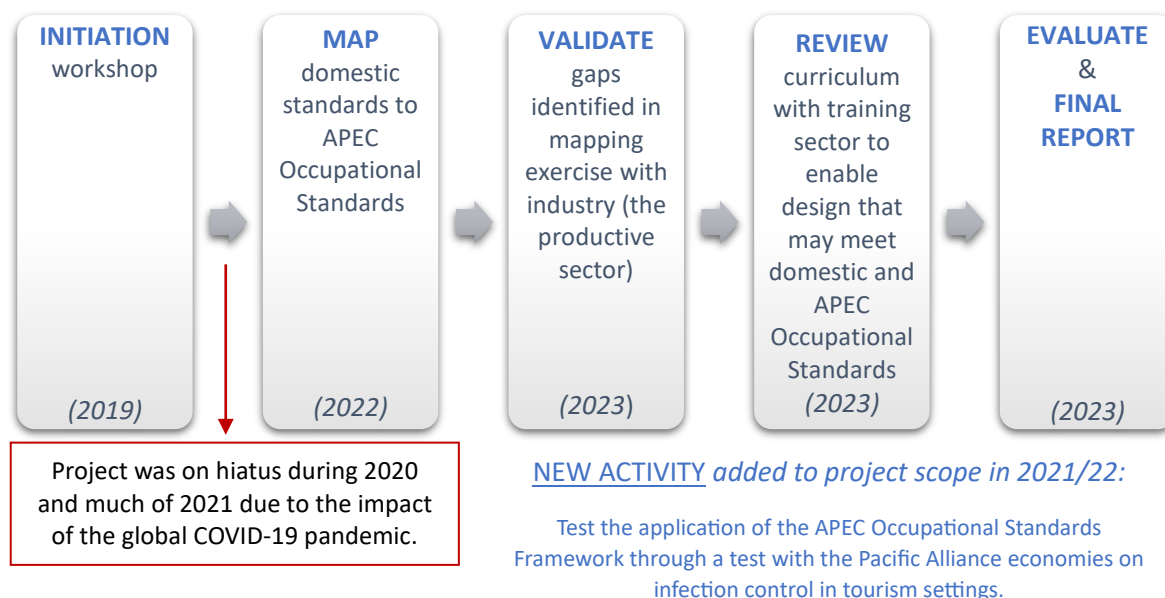concept into practical implementation.*

[2019 APEC concept note, project objectives]

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2   Pilot project overview

2.1   Methodology

A methodical and comprehensive program of activities was conducted to meet the objectives and requirements of the pilot project. Figure 1 provides an outline of the stages, with each discussed in more detail below.

Figure 1: Sub-regional Pilot of the APEC Occupational Standards Methodology

INITIATION workshop	MAP domestic standards to APEC Occupational Standards	VALIDATE gaps identified in mapping exercise with industry (the productive sector)	REVIEW curriculum with training sector to enable design that may meet domestic and APEC Occupational Standards	EVALUATE & FINAL REPORT
(2019)	(2022)	(2023)	(2023)	(2023)

Project was on hiatus during 2020 and much of 2021 due to the impact of the global COVID-19 pandemic.

NEW ACTIVITY *added to project scope in 2021/22:*

Test the application of the APEC Occupational Standards Framework through a test with the Pacific Alliance economies on infection control in tourism settings.

The global COVID-19 pandemic saw the project on hiatus during 2020 and 2021 as participating economies, and the world, navigated through the disruptions and challenges of the pandemic. The pandemic had a particularly detrimental impact on the tourism sector, with Steering Committee members supporting emergency responses in their respective domestic industries.

Project activities resumed at the end of 2021, with the project committee also working to test the application of the broader APEC Occupational Standards Framework to draft **an Infection Control Standard** with relevance across the four participating economies. This standard was added to the original scope in response to tourism and hospitality sectors around the world requiring a higher level of knowledge and skills to modify the spread of viruses, including COVID-19. See *section 2.2 Draft Infection Control Standard* for further details.

2.1.1   Initiation workshop

A two-day workshop program was conducted in May 2019 in Santiago, Chile, to launch the **pilot project for the four participating economies**: Chile; Colombia; Mexico; and Peru. The workshop initiated the first stage of this pilot project by bringing together the participating economies to explore industry and training systems, hold preliminary discussions and set parameters for the project.

Participants in the workshop represented a combination of public sector and industry representatives, those with experience in the TVET system from the four participating economies, Australian Government representatives, and the appointed project consultant and Australian industry experts, SkillsIQ (see *section 2.4 Project consultant*).

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The workshop provided a collaborative platform for the four participating economies to come together and reach a consensus for moving forward with the pilot project. It facilitated strong agreement and commitment to progressing the project activities.

A key result of the workshop was agreement by all participating economies for the pilot project to focus on two specific occupations for the hospitality industry, Cook and Housekeeper. These two occupations were selected on the basis that they are integral to the successful operation of tourism and hospitality businesses across all four economies. These two occupations also represented cohorts who demonstrated variance in the style of training undertaken, with Cooks in general being more likely to undertake formal training than Housekeepers, who predominately trained on-the-job; as well as varying gender profiles, with Cooks in general being more male dominated as compared to Housekeepers, where the gender profile was predominately female. They were also noted to be occupations that were not subject to occupational licensing or domestic regulatory requirements, which may have impacted the ability to conduct the pilot. The workshop participants agreed that this would provide a broader ability to test the implementation of the APEC Occupational Standards.

All participants agreed that moving forward, a Steering Committee involving representatives from all participating economies should be established to oversee and drive the pilot project's progress (see *section 2.3 Project Steering Committee*).

2.1.2   Mapping domestic and APEC Occupational Standards

A preliminary exercise for participating economies involved mapping their current domestic standards with the APEC Occupational Standards for the two occupations of focus, Cook and Housekeeper. The purpose of the exercise was to identify differences or gaps in skills and knowledge requirements for each occupation when compared to the APEC Occupational Standards, and to confirm key areas requiring validation with the productive sector.

There are eight core APEC Occupational Standards applicable to the job role of Cook, and eight applicable to the job role of Housekeeper. It was agreed for the purposes of this project to focus only on core occupational standards, as these were the ones that the Project Working Group confirmed as fundamental to carrying out the job role. While there are also elective occupational standards, the implementation of these would vary between economies and between employers, therefore only the core standards were considered in the interests of consistency and transferability.

See **Appendix A** for a copy of the Core Standards.

To support the mapping exercise, SkillsIQ supplied a detailed APEC Standard Mapping spreadsheet for economies to fill in for each occupation. The spreadsheets listed an Occupational Standard and the corresponding skill statements, knowledge statements and certification requirements individually. The spreadsheets were used to note whether an APEC statement was included in the domestic competencies or whether it was missing. See **Appendix B.1 and B.2** for a copy of the mapping spreadsheets for each occupation.

During the mapping process, a series of technical calls were conducted between SkillsIQ and delegates from each participating economy to allow in-depth and contextualised discussions regarding the occupational standards, any mapping issues encountered, as well as where their individual political and industry landscapes may have been affecting progress.

Skills and knowledge statements that appeared to be missing from domestic standards were defined as gaps. Gaps flagged in the mapping exercise were of particular importance as they represented barriers to the adoption of APEC standards as part of the participating economies' training programs. Table 1 provides examples of those skills and knowledge statements which Mexico and Colombia flagged as not matching their local standards when discussing the occupation of Cook, for the APEC Occupational Standard *THHOS17009 Use cookery equipment and tools to prepare food items.*

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**Table 1: Variations confirmed between APEC Occupational Standard and local standard [Cook] –
Mexico and Colombia [_THHOS17009 Use cookery equipment and tools to prepare food items_]**

Mexico	Colombia
Skills Statement 11. Negative environmental impacts are reduced through efficient use of water, energy and other resources. Knowledge Statement 9. Methods of minimising environmental impacts during the food preparation process.	Skills Statement 1. Food preparation requirements are confirmed from recipes, lists or other workplace information. 3. Equipment is assembled safely in accordance with the manufacturer's instructions. 7. Fixed and handheld commercial equipment is used to prepare food items in accordance with recipe requirements. 9. Equipment and knives are maintained, and unsafe or faulty equipment is reported in accordance with organisational policies and procedures. 10. Kitchen waste is sorted and promptly disposed of to avoid cross-contamination with food stocks. 11. Negative environmental impacts are reduced through efficient use of water, energy and other resources. 12. Waste, recyclables and hazardous substances are disposed of appropriately to minimise negative environmental impacts. Knowledge Statement 9. Methods of minimising environmental impacts during the food preparation process. 10. Appropriate and environmentally sound disposal methods for waste, recyclables and hazardous materials.

Table 2 lists those skills and knowledge statements in the APEC Occupational Standard _THHOS17001
Prioritise and complete routine work activities,_ which Peru identified as missing from their local
standards when covering the occupation of Housekeeper.

**Table 2: Variations confirmed between APEC Occupational Standard and local standard [Housekeeper] –
Peru [_THHOS17001 Prioritise and complete routine work activities_]**

Peru
Skills Statement 1. Targets relating to work activities are identified, discussed and agreed with appropriate persons. 2. Workload is prioritised and scheduled to meet required organisational timeframes. 3. Tasks are completed within designated timeframes and in accordance with organisational policies and procedures. Knowledge Statement 2. Understanding of the relationship between own work targets and organisational goals. 3. Factors that may affect ability to complete work activities and appropriate actions to alleviate these. 4. Processes for planning and prioritising of tasks and work activities to meet organisational requirements. 5. Procedures for notification of completion of work activities.

The findings of this mapping exercise formed the basis of consultation with industry during validation
workshops held in the four economies.

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### 2.1.3 Validation workshops with the productive sector

On conclusion of the mapping exercise, a fundamental stage of validation was conducted with the productive sector to further investigate the gaps identified and determine if they needed to be addressed.

Face-to-face validation workshops were conducted in each economy, with the focus being to:

- Determine if gaps identified between the APEC Occupational Standards and the domestic standards and competencies need to be addressed

- Where needed, determine the best way to address gaps

The most effective means of addressing the gaps could involve a number of methods, including but not limited to through changes to the domestic standards, updates to the curriculum (i.e. institutional training), changes to delivery of the training, on-the-job training (i.e. employer responsibility), or external training modules.

A roadmap of the key lines of questions used for validation is provided below:
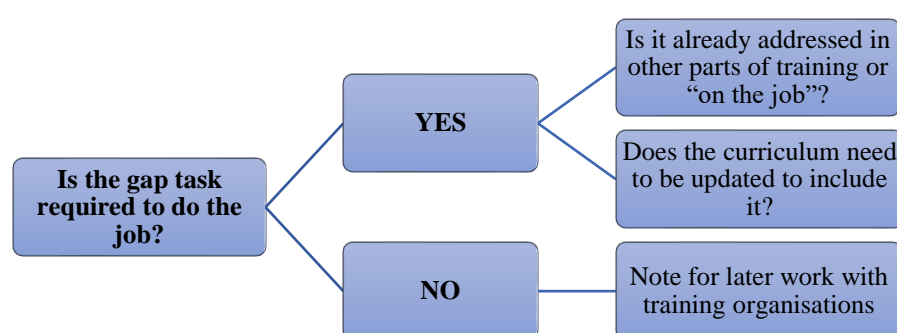
The validation schedule involved **running half-day workshops** to address each occupation of focus. Workshops were organised at dates and times best suited to the respective Steering Committee members and industry stakeholders. For example, the workshops involving the validation of standards with Housekeepers were generally conducted in the morning and those involving Cooks were in the afternoon to avoid peak times in the respective industries.

Across all participating economies, a total of **70 industry representatives attended the workshops for Cooks**, and **104 attended workshops for Housekeepers** (see Table 3). In line with the workforce profile of each occupation, the majority of attendees for the Cook workshop were male (representing approximately two-thirds) and the majority of attendees for the Housekeeper workshop were female (representing approximately 80%).

Table 3: Schedule of face-to-face validation workshops in each economy (in order of delivery date)

Location, Participating Economy	Validation Workshop Date	Cook Workshop No. of Attendees			Housekeeper Workshop No. of Attendees		
		Female	Male	TOTAL	Female	Male	TOTAL
Santiago, Chile	24 April 2023	3	9	12	15	3	18
Bogota, Colombia	2 March 2023	5	6	11	22	3	25
Mexico City, Mexico	27 February 2023	8	16	24	21	5	26
Lima, Peru	20 April 2023	7	16	23	26	9	35
TOTAL		**23**	**47**	**70**	**84**	**20**	**107**

During the in-person visits, **meetings were also arranged with representatives of the training sector** to initiate the post-validation stage of the pilot project involving engagement with training organisations. Virtual workshops with training representatives were to be conducted later in 2023 (see *section 2.1.4 Curriculum review workshops with training sector*), therefore during the in-person visits, face-to-face

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meetings with training personnel were arranged. The purpose of the meetings was to establish introductions and provide individuals with an opportunity to hear directly about the project and its objectives and activities. It was also an opportunity for representatives to ask questions and discuss issues or concerns and provided an opportunity to foreshadow the use of an online format for the upcoming curriculum review workshops, outlined below.

A total of **77 institutional representatives** attended the introductory meetings scheduled with the training sector (see Table 4).

Table 4: Schedule of meetings with training representatives in each economy

Participating Economy	Meeting with Training Sector Representatives Date	No. of Attendees
Chile	25 April 2023	12
Colombia	3 March 2023	29
Mexico	28 February 2023	23
Peru	21 April 2023	13
	TOTAL	**77**

2.1.4 Curriculum review workshops with the training sector

The overarching aim of these workshops was to bring together public sector, education sector representatives, training providers and curriculum developers to share and discuss outcomes from the workshops held with the productive sector, and their potential impact on current training standards and practices. Objectives driving the content and approach for the workshops were set out at the outset of the pilot project and reflected 'train the trainer' activities, including teaching local trainers how to develop curriculum and resources based on APEC Occupational Standards. During the initial meetings with training sector representatives in each economy (see Table 4 for the schedule of meeting dates), however, it became apparent that curriculum and resource development would not be embraced by potential attendees. Training sector representatives were already very experienced in this area having developed comprehensive curriculum and training programs to meet a range of domestic and international standards and therefore applying a 'train the trainer' format was deemed professionally and culturally inappropriate for the target audience.

A formal review of the workshop objectives was therefore conducted by the project consultants and the Australian Embassy project members. A new focus was agreed on to better reflect the needs and expectations of the training sector representatives, as well as to add value to their current roles. The content and activities of the workshops were changed to focus on exploring options for updating domestic training content using the information gathered from the productive sector workshops. That is, to explore whether curriculum addressed the skills and knowledge gaps flagged, and potential to further cover the issues in curriculum or standards for the future, i.e. future-proof training (see Figure 2).

Amending the focus from teaching local trainers how to develop curriculum and resources to discussing the skills gaps and steps which training representatives would take to align their domestic training with APEC standards encouraged advanced discussions and a shared understanding of practices across the Pacific Alliance members and internationally. The revised workshop content was well embraced by attendees and further outcomes from the workshops are available at section 3.3.

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Budgetary and timing constraints due to the impacts of the pandemic meant that conducting face-to-face workshops in each participating economy was not viable, and so they were conducted in an online format.

Conducting these activities in an online format was not the preferred format in terms of engagement with the training providers. However, this was achievable due to the prior meetings that were undertaken during the in-person visits during the industry validation phase outlined above.

Figure 2: Slide from the PowerPoint presentation used during the Curriculum Update Workshop with the training sector
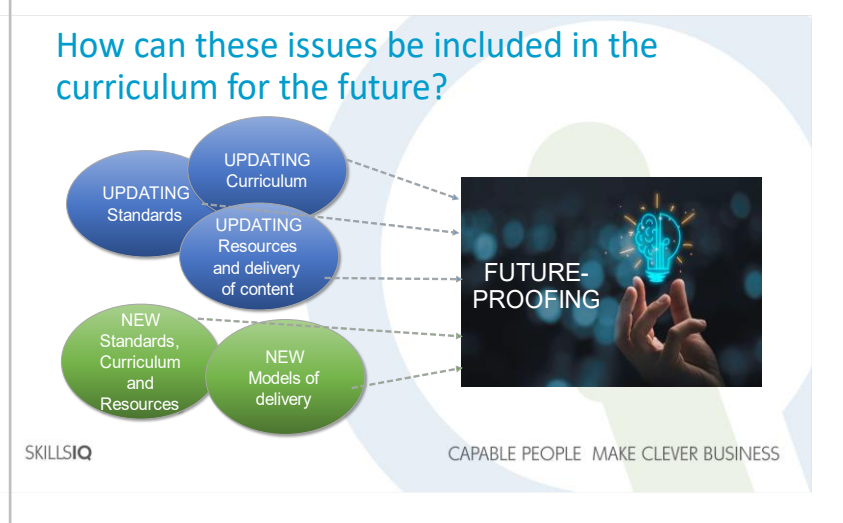
Without that initial face-to-face engagement, it is unlikely that the level of attendance at the online curriculum review workshops would have been achieved.

Six online workshops with training sector representatives from all participating economies were held. All online workshops were conducted during August and November 2023. They were scheduled as afternoon sessions (local times) lasting approximately two hours to maximise participation and active engagement.[2] A summary of the workshop schedule and attendance is provided at Table 5.

Table 5: Schedule of training sector workshops

Economy - Online Curriculum Review Workshop	Date (for local economy)	No. of Attendees
Chile – Cook and Housekeeper	22 August 2023	5
Peru – Housekeeper	23 August 2023	13
Peru – Cook	24 August 2023	18
Mexico – Cook and Housekeeper	14 November 2023	49
Colombia – Cook	15 November 2023	40
Colombia – Housekeeper	16 November 2023	14

Note: The count of attendees excludes project members from the Australian Embassy, SkillsIQ and the Steering Committee

2.1.5 Evaluation

A final stage of evaluation was conducted which involved two strands of activities:

- An **online evaluation survey** to capture views and feedback from training sector representatives who attended the curriculum review workshops
- An **online evaluation workshop** with Steering Committee members

On completion of each online curriculum review workshop, attendees were sent a short online evaluation survey seeking feedback on various aspects of the workshop, including the relevance and

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[2] The online workshop held with the Chilean training sector was scheduled for three hours as it covered both occupations of focus, Cooks and Housekeepers. Attendance was low due to local logistical issues experienced on the day, including severe storms and power outages which impacted access to the virtual event. Mexico's workshop also was conducted as a combined workshop with representatives from both occupations.

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usefulness of content covered, the workshop format (i.e. agenda and timings), opportunities for participation, and facilitation. The survey also measured scores across key indicators, including the overall value of attendance, and overall satisfaction with the workshop. See *section 3 Key outcomes* for an outline of the evaluation survey results.

On 11 December 2023, an online evaluation workshop was held with Steering Committee members to gather insights regarding the experience and outcomes of participating economies across all stages of the pilot project. A series of evaluation questions were shared with members prior to the meeting which aimed to determine the successes and challenges regarding:

A. Project methodology
B. Development of a new Infection Control Standard
C. Steering Committee experience and communication
D. Project outcomes

All economies verbally provided their reflections and carefully considered insights regarding project outcomes, lessons learned and recommendations for future applications during the two-hour workshop meeting. The insights and assessment of the key points made are summarised in *section 4 Lessons learned and recommendations*.

2.2   Draft Infection Control Standard

As a result of the impact of the pandemic, the group of Pacific Alliance economies in the pilot collaborated on the development of a new standard on infection control using the APEC Occupational Standards Framework. The aim of the new standard was to respond to the lack of infection control included in the existing APEC standards and to identify where a regionally benchmarked standard could support ongoing and future pandemic prevention measures.

SkillsIQ, in conjunction with the Steering Committee members, developed a new draft standard for infection control based on the APEC Tourism Occupational Standards Framework. The standard is applicable across a wide range of job roles in tourism and hospitality, including the two job roles of focus in the pilot project, Cook and Housekeeper. The development process involved several steps:

A. Participating economies shared their domestic standards and competencies on infection control and/or similar skills and knowledge areas.

B. SkillsIQ drafted a standard in accordance with the APEC Tourism Occupational Standards Framework.

C. A draft Infection Control Standard was shared with the Steering Committee in July 2023 for comment.

D. SkillsIQ prepared a final draft Standard considering the feedback from economies. This standard could be considered by the Pacific Alliance bloc in its own skills recognition and cooperation agenda, as well as informing any future APEC updates to the APEC Tourism Occupational Standards.

2.3   Project Steering Committee

At the outset, it was agreed that a project Steering Committee was essential to guide the pilot project. To bring together key perspectives for industry relevant training, the Steering Committee included public sector and industry representatives from all four participating economies for the two occupations of focus. Its composition included two representatives from each of the participating economies; one representative was required to be from industry, with direct experience or responsibility for either or both of the selected job roles and the other representative from public sector (i.e. the Ministry of Education or Ministry of Tourism).

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The Steering Committee met at key stages of the project to discuss progress across the project objectives, issues encountered, and to share experiences. When the project was re-initiated at the end of 2021, quarterly meetings were held throughout 2022 and 2023. All meetings were held online (via Zoom) rather than through face-to-face meetings or workshops to avoid further delays. Virtual meetings were planned for and agreed to at the end of 2021 through a revised project plan. See Table 6 for the schedule of Steering Committee meetings held.

Table 6: Schedule of Project Steering Committee meetings, 2019 – 2023

Meeting	Date (Local Economy)	Date (Australia)
2019		
Initiation workshop with Steering Committee members (Santiago, Chile)	8 May 2019	
2020*		
Steering Committee General Meeting (online)	30 July 2020	31 July 2020
Steering Committee General Meeting (online)	25 November 2020	26 November 2020
* During 2020 (and part of 2021), the majority of meetings and engagement with Steering Committee members were conducted through one-on-one technical calls. The global COVID-19 pandemic disrupted all participating economies significantly during this time therefore technical calls with individual economies were scheduled rather than Steering Committee meetings to establish flexible communication channels and keep all delegates engaged with the pilot project through this disruption to the global tourism industry.		
2021		
Steering Committee General Meeting	29 November 2021	30 November 2021
2022		
1st Steering Committee General Meeting	28 March 2022	29 March 2022
2nd Steering Committee General Meeting	5 July 2022	6 July 2022
3rd Steering Committee General Meeting	26 September 2022	27 September 2022
4th Steering Committee General Meeting	5 December 2022	6 December 2022
2023		
1st Steering Committee General Meeting	27 March 2023	28 March 2023
2nd Steering Committee General Meeting	10 July 2023	11 July 2023
3rd Steering Committee General Meeting	25 September 2023	26 September 2023
4th Steering Committee General Meeting	11 December 2023	12 December 2023

Steering Committee members changed during the project, leading to additional time being provided to impacted economies so that they could brief new delegates, liaise with colleagues, and otherwise bring them up to speed with the project purpose and requirements. The core representative members of the Steering Committee are provided in Table 7.

Table 7: Project Steering Committee members, 2019 – 2023

Economy	Representative	Organisation
Chile	Marcela Mancilla (2020 – 2023)	Ministry of Economy, Development and Tourism
	Margarita Toro (2020 – 2023)	ACHET (Asociación de empresas de turismo)
	Felipe Yañez (2021 – 2023)	ACHET (Asociación de empresas de turismo) Federación gastronómica de Chile Asociación Chilena de Gastronomía
Colombia	Edwin Bernal (2020 – 2023)	Hotel and Tourism Association of Colombia - COTELCO
	Victoria Gomez (2020 – 2023)	Ministry of National Education
	Álvaro Jaramillo (2020 – 2023)	Ministry of National Education
	Diana Mora (2021 – 2023)	Ministry of National Education
Mexico	Gustavo Bolio (2020 – 2023)	Grupo Brisas
	Alexandra Alarcón (2021 – 2023)	National Council for Standardization and Certification of Labor Competences (CONOCER)
	Omar Villareal (2022 – 2023)	National Council for Standardization and Certification of Labor Competences (CONOCER)
Peru	Madeleine de la Rosa (2020 – 2020)	Ministry of Foreign Trade and Tourism (MINCETUR)
	Patricia Chaname (2020 – 2023)	Peru Tourism Training Centre - CENFOTUR
	Adolfo Perret (2020 – 2023)	PUNTA SAL SRLTDA
	Graciela Seminario (2021 – 2023)	Peru Tourism Training Centre - CENFOTUR
	Rosa Bianchi (2021 – 2023)	Peru Tourism Training Centre - CENFOTUR
	Estefany Adriazola (2020 – 2023)	Peru Tourism Training Centre - CENFOTUR
Australia	Ms Barbara Klompenhouwer Ms Andrea Valencia Montes de Oca	Australian Embassy in Mexico
	Ms Yasmin King Ms Melinda Brown Ms Alexandra Cook Ms Silvia Munoz	SkillsIQ (Project consultant / industry expert)

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2.4   Project consultant

SkillsIQ was contracted in March 2019 to deliver all stages of the pilot project and to work closely with public sector and local industry stakeholders in the tourism sector across the four participating economies. SkillsIQ had worked closely with delegates across the four identified economies previously to conduct stakeholder validation activities with representatives during the development of the APEC Occupational Standards for the job roles of Cook and Housekeeper. The pilot project therefore provided an opportunity to bring these economies together to work closely once again to move towards implementing the standards, including mapping and validating with domestic standards and sectors.

The initial project activity included facilitating an introductory workshop in Chile in May 2019 to establish a Steering Committee of public sector and industry representatives for the two occupations of focus for all four participating economies. Activities planned for 2020, including industry validation workshops and curriculum development activities, were cancelled as a result of the COVID-19 pandemic and the project was paused while economies adjusted to the significant disruptions of domestic and international lockdown requirements and restrictions.

As noted above, meetings and engagement with Steering Committee members were conducted throughout 2020 via one-on-one technical calls with the participating economies in order to maintain engagement with the pilot project through this disruption to the global tourism industry.

SkillsIQ was re-contracted in 2021 to complete the project, including developing a revised project plan and hybrid schedule of activities to reflect both online and face-to-face engagement practices suitable to the post-COVID-19 operating environment of all economies.

3   Key outcomes

3.1   Mapping APEC and domestic standards

As outlined earlier, each participating economy was provided with a mapping spreadsheet to complete (see Appendix B.1 and B.2).

An analysis of the mapping information supplied by each economy in the spreadsheets showed that the majority of Mexico's and Colombia's domestic standards matched the APEC standards and the corresponding skills and knowledge statements. In the case of Chile, no significant differences were identified between the APEC standards and their domestic standards. Peru, on the other hand, noted a large number of differences between APEC skill and knowledge statements and their domestic standards.

The notable difference in outcomes between Chile and Peru was of particular interest and after further exploration it was uncovered that much of the difference in mapping outcomes was due to the methodologies applied. For example, during Chile's industry consultation, if at least one stakeholder *could* map a competency to APEC, then that was flagged as a match. This was despite other stakeholders indicating they were unable to achieve the equivalent result. Peru, on the other hand, interpreted the results in the opposite way. If one stakeholder indicated they *could not* map the standard to APEC, then it was flagged as a gap.

Methodological differences in interpretation were an unexpected but important outcome observed in the process.   The consequences for interpreting terminology and statements differently between domestic and APEC standards were significant for the project's progress. Variations (i.e. gaps) flagged represented barriers for participating economies to adopt APEC standards as part of domestic training programs. Those participating economies that highlighted a large number of differences and gaps were especially confused and uncertain as to how to proceed, creating delays across the project for finalising the mapping outcomes. As a result of the uncertainty, additional technical calls were set up between the participating economy's project members and the project consultants to discuss the differences raised as well as the issues encountered in interpreting the standards. Domestic practices and experiences were discussed in the calls, highlighting uncertainties and potential constraints in mapping driven by local

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licensing, terminology and training requirements. The project consultants were able to provide examples of international practices and approaches when discussing licensing and training requirements which were similar to the participating economy, reassuring project members that their local experiences were not dissimilar to other economies and APEC standards.

Delays in the mapping process were also attributed to the time pressures and other work commitments which many project members in the participating economies were juggling. Comparing the range of local standards to the APEC Occupational Standards (and the respective skills and knowledge statements) was an extensive task therefore finding time to do the task was difficult for many. Also ensuring the right personnel who were knowledgeable in domestic standards and training were involved in the task also took time to organise. Involving multiple experts in the process was key to ensuring the mapping had been conducted comprehensively and accurately reflected domestic standards.

The mapping process and outcomes from each economy were discussed in a Steering Committee meeting. A summary of the mapping outcomes from each economy for the two occupations of focus is provided at Table 8 and 9.

Table 8: Mapping outcomes of APEC Occupational Standards and domestic standards by participating economy – Cook occupation

APEC Occupational Standard Title & Application statement	Mapping Outcomes (Matches)			
	Chile	Colombia	Mexico	Peru
THHOS17009 Use cookery equipment and tools to prepare food items This occupational standard specifies the skills and knowledge required to use a range of commercial cookery equipment and tools to prepare food items to be used in meal preparation.	*[No gaps]*	● 5 / 12 Skill Statements ● 8 / 10 Knowledge Statements	● 9 / 12 Skill Statements ● 9 / 10 Knowledge Statements	● 4 / 12 Skill Statements ● 2 / 10 Knowledge Statements
THHOS17010 Prepare meals using professional cookery methods This occupational standard specifies the skills and knowledge required to use a range of professional cookery methods to prepare meals according to standard recipes.	*[No gaps]*	● 5 / 12 Skill Statements ● 15 / 17 Knowledge Statements	● 10 / 12 Skill Statements ● 15 / 17 Knowledge Statements	● 9 / 12 Skill Statements ● 4 / 17 Knowledge Statements
THHSH17003 Apply the principles of hygiene and food safety This occupational standard specifies the skills and knowledge required to use workplace hygiene practices and follow pre-determined organisational procedures to prevent contamination of food and to identify and control food hazards.	*[No gaps]*	● 7 / 9 Skill Statements ● 6 / 8 Knowledge Statements	*[No gaps]*	● 3 / 9 Skill Statements ● 3 / 8 Knowledge Statements
THHOS17011 Maintain the quality of food items This occupational standard specifies the skills and knowledge required to maintain the quality of perishable	*[No gaps]*	● 5 / 9 Skill Statements ● 7 / 10 Knowledge Statements	● 9 / 9 Skill Statements 9 / 10 Knowledge Statements	● 3 / 9 Skill Statements ● 3 / 10

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APEC Occupational Standard Title & Application statement	Mapping Outcomes (Matches)			
	Chile	Colombia	Mexico	Peru
food items to minimise wastage and avoid food contamination.				Knowledge Statements
THHOS17004 Clean and maintain kitchen equipment and environment This occupational standard specifies the skills and knowledge required to clean food preparation areas, equipment and storage areas in commercial kitchens.	*[No gaps]*	• 8 / 11 Skill Statements • 7 / 11 Knowledge Statements	• 9 / 11 Skill Statements • 9 / 11 Knowledge Statements	• 4 / 11 Skill Statements • 3 / 11 Knowledge Statements
THCMM17001 Communicate effectively with colleagues and customers This occupational standard specifies the skills and knowledge required to communicate in the workplace with colleagues and customers from a range of social and cultural groups and to effectively resolve conflict.	*[No gaps]*	*It is contemplated as a key or transversal competence, there is no specific competence in the qualification that contains the detail of the skills.*	• 13 / 15 Skill Statements • 10 / 12 Knowledge Statements	• 0 / 15 Skill Statements • 0 / 12 Knowledge Statements
THCMM17002 Work effectively in a team This occupational standard specifies the skills and knowledge required to work effectively with colleagues in a team and deal appropriately with issues, problems and conflict.	*[No gaps]*	*It is contemplated as a key or transversal competence, there is no specific competence in the qualification that contains the detail of the skills.*	*[No gaps]*	• 0 / 11 Skill Statements • 1 / 12 Knowledge Statements
THHSH17001 Follow workplace health and safety procedures This occupational standard specifies the skills and knowledge required to follow pre-determined health safety and security procedures to incorporate safe work practices into daily workplace activities. It includes identification of workplace hazards and responding to associated risks.	*[No gaps]*	• 3 / 7 Skill Statements • 4 / 6 Knowledge Statements	*[No gaps]*	• 2 / 7 Skill Statements 2 / 6 Knowledge Statements

Table 9: Mapping outcomes of APEC Occupational Standards and domestic standards by participating economy – Housekeeper occupation

APEC Occupational Standard Title & Application statement	Mapping Outcomes (Matches)			
	Chile	Colombia	Mexico	Peru
THHOS17001 Prioritise and complete routine work activities This occupational standard specifies the skills and knowledge required to plan and prioritise individual workload and complete routine work activities according to organisational requirements.	*[No gaps]*	• 6 / 7 Skill Statements • 5 / 5 Knowledge Statements	*[No gaps]*	• 4 / 7 Skill Statements 1 / 5 Knowledge Statements
THHOS17002 Clean commercial premises This occupational standard specifies the skills and knowledge required to set up equipment and safely clean commercial premises using resources efficiently and minimising negative environmental impacts.	*[No gaps]*	• 10 / 11 Skill Statements • 9 / 12 Knowledge Statements	• 11 / 11 Skill Statements • 10 / 12 Knowledge Statements	• 3 / 11 Skill Statements 6 / 12 Knowledge Statements
THHOS17016 Perform housekeeping duties This occupational standard specifies the skills and knowledge required to perform a range of general housekeeping duties to service guests in commercial accommodation establishments.	*[No gaps]*	• 7 / 9 Skill Statements • 7 Knowledge Statements to be clarified	*[No gaps]*	• 0 / 9 Skill Statements • 0 / 7 Knowledge Statements to be clarified
THHOS17015 Prepare Guest Rooms This occupational standard specifies the skills and knowledge required to clean and prepare guest rooms, including bathrooms, in commercial accommodation establishments.	*[No gaps]*	• 15 / 17 Skill Statements • 14 / 16 Knowledge Statements	• 16 / 17 Skill Statements • 14 / 16 Knowledge Statements	• 8 / 17 Skill Statements 6 / 16 Knowledge Statements
THCMM17001 Communicate effectively with colleagues and customers This occupational standard specifies the skills and knowledge required to communicate in the workplace with colleagues and customers from a range of social and cultural groups and to effectively resolve conflict.	*[No gaps]*	• 12 / 15 Skill Statements • 12 / 12 Knowledge Statements	• 13 / 15 Skill Statements • 10 / 12 Knowledge Statements •	• 1 / 15 Skill Statements 3 / 12 Knowledge Statements
THCMM17002 Work effectively in a team This occupational standard specifies the skills and knowledge required to work effectively with colleagues in a team and deal appropriately with issues, problems and conflict.	*[No gaps]*	*It is contemplated as a key or transversal competence, there is no specific competence in*	*[No gaps]*	• 5 / 11 Skill Statements • 1 / 12 Knowledge Statements

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APEC Occupational Standard	Mapping Outcomes (Matches)			
Title & Application statement	Chile	Colombia	Mexico	Peru
		the qualification that contains the detail of the skills.		
THHSH17002 Apply hospitality workplace hygiene principles This occupational standard specifies the skills and knowledge required to use personal hygiene practices to maintain the wellbeing of self and others in hospitality service environments.	*[No gaps]*	• 4 / 5 Skill Statements • 6 / 6 Knowledge Statements	*[No gaps]*	• 1 / 5 Skill Statements 2 / 6 Knowledge Statements
THHSH17001 Follow workplace health and safety procedures This occupational standard specifies the skills and knowledge required to follow pre-determined health safety and security procedures to incorporate safe work practices into daily workplace activities. It includes identification of workplace hazards and responding to associated risks.	*[No gaps]*	• 3 / 7 Skill Statements • 4 / 6 Knowledge Statements	*[No gaps]*	• 0 / 7 Skill Statements 3 / 6 Knowledge Statements

Conclusion: It is inevitable that APEC standards will not explicitly match the title or specific statements of domestic standards. The APEC standards need to be applicable across a diverse range of economies; word and language differences with local standards are therefore expected. Methodologies applied will determine the extent to which standards match.

Future mapping exercises should not dismiss the compatibility of APEC and domestic standards if exact matches are not identified. Differences will exist regarding terminology and job role and responsibilities. The review of standards should therefore be conducted by multiple experts, representing industry, training, curriculum and domestic standards, and their findings triangulated to confirm real matches or gaps, and methods for addressing gaps (if any). It is recommended that all mapping outcomes are validated with the productive sector to further determine whether key skills and knowledge gaps identified are covered during on-the-job training and in the workplace.

3.2   Validation workshops with the productive sector

The face-to-face workshops were a unique opportunity to explore training practices and skills development in the context of the participating economies' domestic and regional circumstances directly with industry stakeholders. The majority of the gaps identified in the initial mapping exercise were confirmed by the productive sector as not being material gaps and related to skills that were covered to different degrees in formal or on-the-job training.

Unlike the professional training expectations for the occupation of Cook, training for Housekeepers is primarily conducted on-the-job, with workers rarely obtaining formal training. This insight highlighted an additional opportunity for the APEC Occupational Standards to support industry through the recognition of skills obtained in the workplace. That is, APEC is not only a framework to support training and curriculum delivery for the Housekeeper job, but also a mechanism for certifying the skills and knowledge competencies of the current workforce that have not attended formal training. The

standards can support those Housekeepers that have not attended formal training to have the skills they have obtained on-the-job formally recognised and certified, adding a level of professional recognition which many Housekeepers are currently unable to access.

Examples of the technical discussions held in the various workshops are provided in Table 10 to illustrate the depth of feedback and insights shared for individual standards.

Table 10: Extracts from productive sector workshop discussions on gaps identified between APEC standards and domestic standards (Source: Final Report of Mapping and Validation Outcomes, July 2023)

Productive Sector Workshop: Cook		
APEC Occupational Standard: THHOS17009 Use cookery equipment and tools to prepare food items [Topics covered included reducing and minimising negative environmental impacts during food preparation processes]	Mexico	In most cases stakeholders agreed that skills and knowledge training was covered on the job, although a foundation of understanding was usually obtained (or expected to be obtained) at school and/or at home for some areas. For example, the concept of waste minimisation is introduced in schools where they teach about using things in the best way and looking after them. In the workplace, these teachings are further expanded and focussed on products and knowledge areas specific to the job role such as: • Labelling requirements of waste • Food safety storage requirements • Efficient use of food (e.g. while certain meat cuts will be used in a recipe, other "left over" parts will be used for cooking other dishes and so nothing is wasted).
	Peru	Minimising environmental impacts and areas of sustainable practices (e.g. sustainable cooking, recyclables, water and waste management etc.) are increasingly becoming more important across industry, driven strongly by customer expectations. Discussions being held by all types of restaurants, including small and street vendors, are covering the need for health and safety practices to better reflect the post-pandemic environment as well as growing trends in sustainability and environment management. Stakeholders believed more education in this area was required in regional areas.
Productive Sector Workshop: Housekeeper		
APEC Occupational Standard: THHSH17001 Follow workplace health and safety procedures [Topics covered included identifying and reporting healthy and safety hazards, use of protective equipment and relevant regulation and legislation]	Colombia	The policies and practices regarding work health and safety, chemical and equipment use, and environmental impacts will vary across workplaces. On-the-job training will cover these however it was agreed that basic theoretical information on the topics would be useful to be included in formal training.
Productive Sector Workshop: Cook & Housekeeper		
APEC Occupational Standard: **No gaps specifically identified however transversal issues**	Chile	It was acknowledged that ways of communicating in workplaces has progressed significantly over the last 20 to 30 years. Methods used in the past are no longer tolerated in today's workplace and with the emerging workforces. Chefs and senior staff were identified as being responsible for educating Cooks and establishing communication protocols in kitchens. Communication protocols for

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discussed included communication and sustainability practices		Housekeepers were set by their workplace and will vary depending on the size of the hotel. Communicating through technology was identified as becoming more commonly acceptable. Technological terminology and language used is today important for not only working with colleagues, but also for interacting with customers and guests.

Conclusion: Participants of the workshops greatly appreciated the occasion to discuss their workforce skills needs and engage with the project by providing real-life experiences and feedback.

All gaps identified are generally being covered in the workplace, with some basic skills and knowledge areas covered in schools and households, especially those related to waste minimisation and health and hygiene practices. Skills and knowledge gaps which the productive sector felt were not being covered sufficiently through formal training were discussed with the training sector in separate workshops (see next section).

Overall, no significant barriers to the recognition of APEC standards were identified for the two occupations of focus in the participating economies.

3.3   Curriculum review workshops with the training sector

The online workshops conducted with training sector representatives were an opportunity to outline the discussions and experiences of the productive sector regarding the skills and knowledge gaps identified with the APEC standards. The main outcomes and points raised by the training sector included:

- The hospitality industry has evolved significantly over the years in areas regarding sustainability and minimising environmental impact. For sustainability, the public sector of most participating economies have yet to establish regulations or norms on expected practices and conducts in gastronomy; this has meant the industry (and the economies overall) noted low levels of implementation of sustainable practices compared to other economies and regions. It was agreed, however, that clients increasingly expect the industry to use more environmentally friendly products and practices. The training sector has an opportunity to support industry advancement in sustainable practices by including more training on sustainability in the context of the job roles. Some institutions already include case studies and practical examples to teach students about minimising waste, however, none of the participating economies have an economy-wide training approach on the topic.

- Communication skills were also discussed and it was recognised that ways of communicating with customers as well as internally with colleagues have also evolved. All economies indicated that communication skills are normally covered in a transversal manner i.e. a standard unit called 'Communication' is usually a basis for teaching across different modules and contexts. There is support to further expand the transversal communication teachings to cover areas raised by the APEC standards regarding dealing with and communicating sensitive information, confidentiality and social and cultural awareness to broaden the skills of students and address the APEC standard requirements.

- The following APEC standards and some of their corresponding skills and knowledge competencies were raised by the productive sectors in all economies (except Chile) as missing from the workforce. The training sector however confirmed in the workshops that they *do* cover all areas in training and curriculum or *will be updating domestic standards* to cover them (in the case of Mexico):
    - THHOS17011 Maintain the quality of food items
    - THHOS17004 Clean and maintain kitchen equipment and environment
    - THHSH17001 Follow workplace health and safety procedures

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- Further discussions and investigation of this incongruity between the productive sector's viewpoint and that of the training sector raised the issue **of gaps in the linkages between the training and productive sectors rather than gaps between APEC and domestic standards**. Students receive training and are equipped with skills to do particular tasks, however certain practices and behaviours are not transferred to the workplace, leading to the identification of skill gaps by employers. Opportunities lie in bridging gaps between what is taught and its implementation in the workplace.

Attendees in the workshops were sent a short online evaluation survey seeking feedback on various aspects of the workshop and overall pilot project. Sufficient sample sizes were obtained for the workshops conducted for Chile and Peru, and the results were presented to the Steering Committee during the evaluation workshop (see Figure 3). The majority of attendees felt various aspects of the workshop presented were very good (scored 4 out of 5) or excellent (scored 5 out of 5).

Nearly all respondents indicated the workshop was of very good or excellent value considering the time and investment individuals made in attending. The workshops also registered high levels of satisfaction from training sector attendees, with many indicating that they would be able to use the skills and knowledge gained through the workshop in the future development and provision of training.

Figure 3: Online evaluation survey feedback and total number of responses by workshop conducted in Chile and Peru, curriculum review training sector workshops (2023).
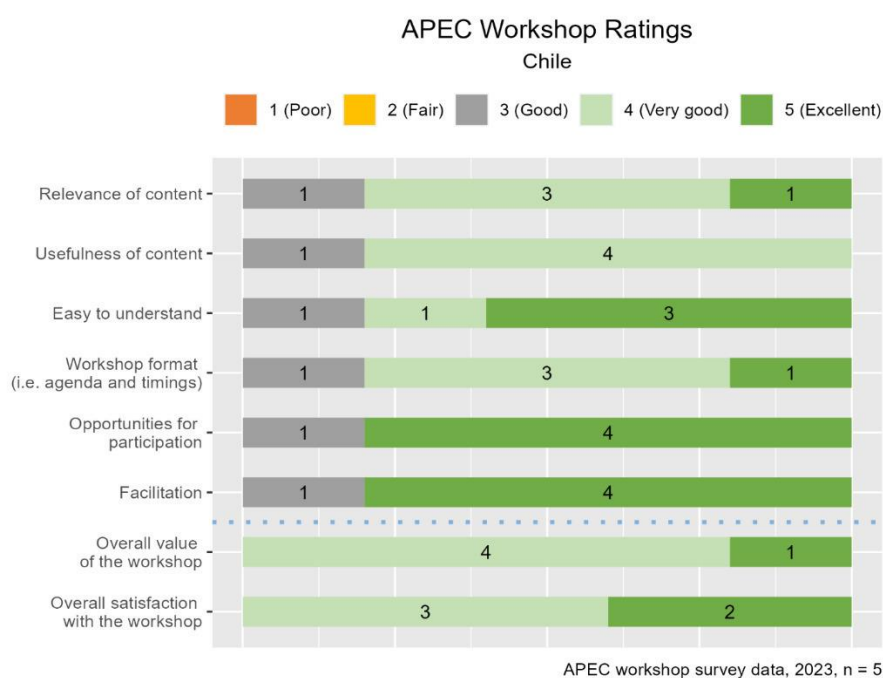
"El taller es bastante completo y muestra de una manera clara la experiencia y realidad de [economías] distinto al mío. Me parece muy buena la forma de presentar los talleres y además los espacios de conversación atingente al tema."

"The workshop is quite complete and clearly shows the experience and reality of [economies] other than mine. I think the way of presenting the workshops and also the spaces for conversation relevant to the topic are very good."

Attendee from the Chilean training workshop (Cook and Housekeeper)

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APEC Workshop Ratings
Peru (Cook)

Legend: 1 (Poor) · 2 (Fair) · 3 (Good) · 4 (Very good) · 5 (Excellent)

Category	3 (Good)	4 (Very good)	5 (Excellent)
Relevance of content	1	5	3
Usefulness of content	1	4	4
Easy to understand	3	4	2
Workshop format (i.e. agenda and timings)		5	4
Opportunities for participation	1	5	3
Facilitation	2	2	5
Overall value of the workshop		6	3
Overall satisfaction with the workshop		6	3

APEC workshop survey data, 2023, n = 9

"Todo lo que se tocó en el taller es de mucha utilidad, es un trabajo en conjunto que nos permite desarrollar y potenciar las habilidades de los jóvenes para obtener egresados de calidad con perfiles que requiere el sector productive."

"Everything that was touched on in the workshop is very useful, it is a joint work that allows us to develop and enhance the skills of young people to obtain quality graduates with profiles that the productive sector requires."

Attendee from the Peruvian training workshop (Cook)

APEC Workshop Ratings
Peru (Housekeeper)

Legend: 1 (Poor) · 2 (Fair) · 3 (Good) · 4 (Very good) · 5 (Excellent)

Category	3 (Good)	4 (Very good)	5 (Excellent)
Relevance of content	4	2	2
Usefulness of content	4	1	3
Easy to understand	2	2	4
Workshop format (i.e. agenda and timings)	3	1	4
Opportunities for participation	2	1	5
Facilitation	3	1	4
Overall value of the workshop	2	3	3
Overall satisfaction with the workshop	1	3	4
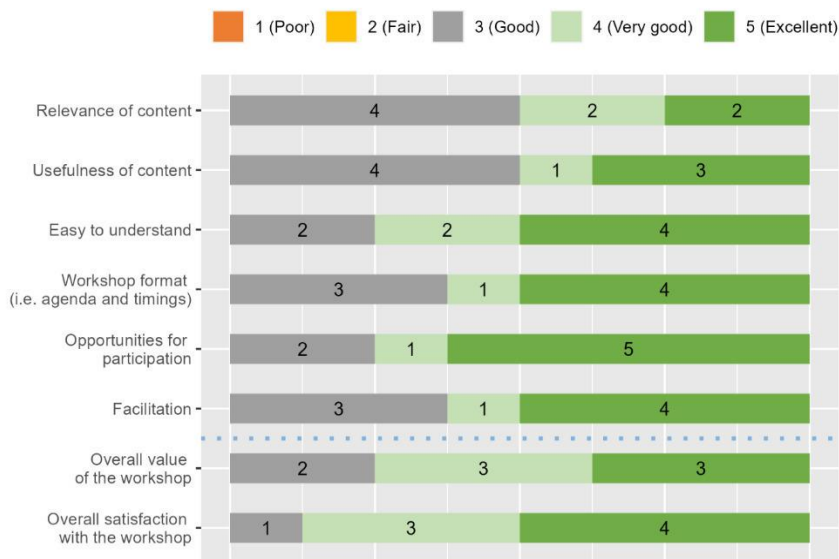
APEC workshop survey data, 2023, n = 8

"[¿Qué fue más útil? l]La información transmitida, y temas que podrían implementarse para adaptar a la necesidad en la academia y en el campo el area en desarrollo."

"[What was most useful?] The information transmitted, and topics that could be implemented to adapt the developing area to the need in the academy and in the field."

Attendee from the Peruvian training workshop (Housekeeper)

Conclusion: The quality and depth of discussion and feedback regarding domestic standards and training practices was exceptional, and all participants indicated the workshops were valuable and that they could use the information gained in their workplaces. Most training sector representatives acknowledged that even where an APEC standard skill or knowledge area is not being specifically covered in a domestic standard, there were opportunities to strengthen curriculum and training to bridge the gaps with APEC standards as well as to meet the productive sector's needs.

Opportunities for the training sector lie in finding ways to work with employers on how to apply skills and knowledge in the workplace to ensure training is effectively being implemented to support the productive sector. Future consideration should be given to strengthening the connection between

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training and the workplace, and in particular to further building relations with industry to address the skill gap issues raised.

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4   Lessons learned and recommendations

As established above, this pilot project involved a number of stages to meet the key objectives and
ultimate goal of the project: to determine the feasibility of translating and implementing APEC
Occupational Standards in local economies to facilitate internationally recognisable training and world-
class skilled and mobile workforces.

A summary of the key observations and insights gathered throughout the project are provided below.
Recommendations to inform further considerations and improvements for APEC-wide pilots to
practically test the APEC Occupational Standards Framework with a range of economies are also listed.

The insights and recommendations listed were informed by participating economies at various stages
of the project, with most reflections and feedback gathered during a final evaluation workshop with
Steering Committee members.

Mapping of domestic training standards to APEC Occupational Standards

➢ The **mapping process was relatively straightforward** for all economies to complete. Most
   delegates and stakeholders involved in the process were either aware of or sufficiently familiar
   with the standards to conduct the comparative exercise. Delegates indicated that having access
   to all the information (i.e. APEC and domestic standards, skills and knowledge competencies
   as well as the excel mapping matrices) made the process easy to complete.

➢ The **exercise in some cases may be deemed complicated** due to the extensive number of skills
   and knowledge competencies which need to be mapped. Having sufficiently skilled personnel
   and support from public sector and industry to undertake the task is important.

➢ The **mapping process was a positive and interesting exercise** for economies as they were
   able to reflect on their domestic standards during the exercise and determine that overall their
   economy's standards were relatively well aligned with international standards.

➢ **Having external and experienced technical support to facilitate the exercise and support
   economies was deemed valuable.** Economies had their queries and issues addressed promptly
   by the project consultant via technical calls and email. Participating economies indicated that
   the advice and contextual examples provided, including case studies of international
   applications, were of great assistance in completing the mapping.

Suggested improvements:

➢ **Future mapping exercises will benefit from the implementation of a central online folder
   or database to facilitate sharing information and results directly between participating
   economies.** In this pilot project, each economy conducted their mapping exercise
   independently, with high-level results shared and discussed as a group in Steering Committee
   meetings. Participating economies recommend establishing an online network and/or
   establishing a central database where project members can share information, progress made
   and outputs. Economies are keen to learn from each other and understand what worked and
   what didn't when it comes to mapping domestic standards. The availability of this information
   also helps to create greater transparency of standards in the region and to strengthen
   understanding of different training systems.

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Face-to-face validation workshops with the productive sector

➢ The **face-to-face approach to conducting the workshops (rather than virtually) was very successful** and it was very positive to see deep engagement achieved between public sector, the productive sector and the training sector. Some economies indicated the workshops were an innovative and fresh approach to bringing the different sectors and stakeholders together to address identified skills gaps and collaborate beyond the project goals.

➢ Validation workshops and engagement with industry were **particularly important for strengthening the purpose and outputs of the preceding mapping activities** conducted by public sector delegates and academics.

Suggested improvements:

➢ **Future pilot projects and/or industry engagement activities should be expanded to include metropolitan *and* regional areas.** Due to timing and budgetary constraints of the pilot project, only one face-to-face workshop per occupation was held in each capital city of the four participating economies. The experiences and challenges of industry in the regions will be different to those in metropolitan areas; therefore, to ensure more regional representation and diversity of views are tested, workshops should be scheduled in regional areas in the future.

➢ **Whilst face-to-face workshops are the model approach for engagement, online and hybrid models could be considered for conducting workshops with small groups to increase accessibility**. Stakeholders across the productive sector and training sector are often time poor and/or restricted to a geographical location; offering multi-modal methods can enhance accessibility and participation when conducting workshops with small groups (i.e. no more than 20 attendees). These models are recommended for small group numbers only to ensure genuine opportunities to interact and participate without compromising the quality of discussions due to large crowds.

Virtual curriculum review workshops with the training sector

➢ The **virtual workshops conducted with training sector representatives achieved their principal goal** of bringing together representatives and promoting discussions regarding the skills and knowledge gaps raised by the productive sector as well as domestic training and curriculum practices. Some economies registered lower levels of attendance, however the quality of discussions remained high.

➢ There was an **appreciation for the opportunity to discuss domestic training and curriculum in context of international standards as set out by APEC** and to consider the skills needs of industry in the future. These workshops instigated further interest in the project, with many institutions contacting delegates afterwards to find out more about the next steps of the pilot project.

➢ **Labour mobility strategies, international certification of skills and promoting alignment with APEC Occupational Standards** are areas the training sector is particularly keen on exploring and being a part of in any future phases of this pilot project.

Suggested improvements:

➢ **Whilst virtual workshops were successful, participating economies indicated that face-to-face interactions are by far the preferred approach.** Time and resources should be factored into future pilot projects and/or engagement activities so workshops are conducted in-person. Face-to-face participation not only enhances the engagement experience, but also promotes networking opportunities and a shared vision to achieving internationally recognised skills training programs and enhanced labour mobility.

➢ **Sharing results of discussions and outcomes from each workshop is important for any future phases.** Sharing insights between economies is particularly beneficial to better

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understanding common and varying themes and challenges in aligning domestic curriculum and training with APEC standards. For example, in some economies there is little interest in formal training to be a Housekeeper and so the educational offer and curriculum for the occupation is low. Seeing what other economies with strong demand for training for Housekeepers are doing and examples of their training is valuable for these economies, enabling their institutions to obtain ideas to strengthen training options for the occupation in their own economies.

Drafting standards with the APEC Occupational Standards Framework

➢ **The framework and methodology applied to develop a draft Infection Control Standard was suitable and straightforward to follow.** The development of the standard was also very timely and positive for not only APEC but the pilot project's participating economies, who were experiencing extensive disruptions in their workforces as a result of the global COVID-19 pandemic. The process was an opportunity for economies to review in-depth their own standards and norms regarding infection control practices.

➢ Some of the participating economies are using the draft Infection Control Standard to provide advice and guidance for other occupations and sectors when queries regarding infection control practices have been raised. The speed of the COVID-19 pandemic meant many industries were not able to update standards, training or industry practices formally in time therefore project members indicated they used this draft Standard to advise colleagues in other industries when required. This demonstrated the broad applicability of the draft Standard within and across different occupations and industry sectors.

Suggested improvements:

➢ None were put forward.

Steering Committee experience and communication

➢ The **online meetings scheduled quarterly across the year were considered suitable and effective** to ensure delegates stayed engaged with the project's stages of activities. Meetings ran for approximately 1.5 to two hours, which was suitable to cover concisely all agenda items. It was acknowledged that delegates are juggling a range of other project work and commitments, meaning short meetings lasting no more than two hours were welcomed.

➢ **Levels of engagement and participation by delegates was impacted by events and changes across their domestic social, economic and political environments.** For example, local elections, changes in public sector and Ministry restructures, as well as extreme weather events including hurricanes impacted immediate priorities and workload of project members at different times of the project. This meant that during these times, delegates were unable to attend project meetings and complete activities delaying the project's progress.

➢ **Co-ordination of Steering Committee meetings and engagement with participating economies and the project consultant was managed centrally** by the Australian Counsellor (Education and Research) and an appointed Project Officer/Policy Manager at the Australian Embassy in Mexico. Having a central and bilingual point of contact for all participating economies and project members was invaluable to ensuring effective conduct and participation at meetings, as well as overall active engagement and progression of the project.

Suggested improvements:

➢ To support new members to become informed about the project and outstanding activities, it would be **beneficial to have a central project folder available for all participating economies to access.** During the course of the project, representatives from different participating economies on the Steering Committee changed. Those members who joined part way through the project indicated that a handover of information in their internal departments was not always possible.

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➢ Levels of engagement and participation by economies in any future pilot projects will be
impacted by events and changes across their domestic social, economic and political
environments. For example, events such as local elections, changes in public sector and
Ministry restructures, as well as extreme weather events including hurricanes and earthquakes
will impact workload and priorities of project members, and the ability to attend project
meetings and complete activities. The occurrence and impact of such events need to be
considered in future project plans, with suitable contingency plans in place to minimise their
impact on the project's progress.

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5   Final remarks and next steps

The pilot project was highly successful in testing APEC Occupational Standards with domestic standards for the two occupations of focus for the four participating economies. The methodology applied was sound and relevant to achieving the objectives of the pilot project, offering participating economies in some cases innovative approaches to stakeholder engagement across sectors. For example, all economies noted the invaluable opportunity provided by the face-to-face validation workshops with the productive sector. For many it was the first time industry had been afforded the opportunity to actively contribute to the development of training and this was viewed very positively by participants in all participating economies.

The key factors observed which contributed to the pilot's success included:

➢ All four participating economies (Chile; Colombia; Mexico; and Peru) share a similar geographical location (Latin America) and language (Spanish) and architecture for regional integration efforts, which avoided travel and communication blocks. The face-to-face initiation workshop conducted in Chile in 2019 was attended by all key members from all economies with no travel constraints raised. Additional face-to-face meetings would have been held if it wasn't for the restrictions in international travel implemented during the COVID-19 pandemic. Project members from the participating economies were able to clearly express their views and engage with project members in their own language therefore establishing an open communicative environment.

➢ The four participating economies also share a competency-based training system which is similar to the APEC Occupational Standards. This meant that at the outset the APEC Standards and Framework were not a foreign concept, and instead relatable to the domestic conditions and practices of all economies. In any future projects involving economies that did not have competency-based systems, consideration would have to be given to ensuring that the mapping and validation process was adapted to accommodate the format of the domestic training system. The APEC Occupational Framework would still be able to be used and the domestic training content would still be able to be mapped to the APEC Occupational Standards, however, there may need to be adjustment in the process or design of the mapping documents etc. and additional support may be required in the early stages to assist with this process.

➢ Appointing an experienced project consultant equipped with technical knowledge in both industry and training standards and practices meant issues raised throughout the project could be swiftly resolved to avoid significant project delays. The provision of international case studies and examples of how other economies have interpreted APEC skills and knowledge statements was particularly insightful during the mapping process to support economies with their work. The contextualisation of the APEC standards to local economies was valuable to demonstrate the internationalisation of the approach and validate for many the quality of their domestic standards in the global environment.

➢ The methodology was flexible and responsive, permitting changes to adapt to local and international conditions with minimal project impacts. Travel restrictions and isolation rules due to the COVID-19 pandemic meant that many of the face-to-face engagement activities scheduled were transitioned to online platforms, with negligible impacts on timing and participation. This was facilitated and enabled by the initial face-to-face meetings and the face-to-face industry validations workshops, which allowed for solid relationships to develop between key project participants. The methodology was also adaptable to reflections and participant feedback throughout the pilot project's cycle. For example, in light of the suggestions provided by training sector representatives, the objectives of the curriculum workshops were revised to better reflect the needs and expectations of attendees and maximise engagement.

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This pilot project presents **one approach** to testing the APEC Tourism Occupational Standards with APEC economies and determining linkages and applicability. Other pilot projects have been conducted with similar objectives regarding testing and using APEC Standards to develop skills training across tourism industries and support upskilling practices. One example includes that conducted by the Chinese Taipei Workforce Development Agency (WDA) which trialled the delivery of APEC standards with the occupational standards developed for the tourism role of Event Coordination (HRD 01 2017T).[3] Chinese Taipei presents a very different economy to those that participated in this pilot, and the approach carried out was also different. It reflected a 'Seed Trainer Upskilling Program', with a focus on training local vocational instructors to develop curriculum based on the APEC Occupational Standards.

It is clear that the success of future pilot projects in this field will need to reflect local economic-specific factors as well as the training and industry practices of the participating economy/ies, upskilling priorities and experiences with APEC.

No significant differences or barriers were uncovered to impede the applicability of APEC Occupational Standards to domestic training systems and curriculum for the participating economies in this pilot. Key gaps identified during the mapping process between domestic standards and APEC standards were explored with both productive sector and training sector representatives, uncovering that differences observed were not in fact material. APEC skills and knowledge statements were being covered either with curriculum or in the workplace. The majority of the domestic standards of participating economies are aligned with the APEC standards, and project members indicated that future reviews of their standards would consider APEC to further emphasise future compatibility.

The overall goals and outcomes of the pilot project are highly relevant and applicable to a range of job roles and sectors, and APEC economies. All participating economies would recommend participating in other iterations of the project, including running pilots in different industries with other occupations of focus.

Long-term goals which resonated with all participating economies included:

➢ International certification of skills competencies and qualifications

➢ Facilitation of labour mobility

This pilot project approached these goals through a skills training lens, exploring the APEC standards and framework as a universal point of reference for skills training. Establishing a common reference point and competencies in training for the job roles of Cooks and Housekeepers is considered only a preliminary step to underpin the development of a future system which realises international certification and skills recognition across the APEC economies. This ultimate goal of international skills recognition is complex, with a range of existing economic, social and political barriers challenging the very concept of an internationally recognised and endorsed framework and consequent certification. Moving this concept forward would involve working with key ministries in each economy, including the Ministry of Education, the Ministry of Labour, the Ministry of Economy and the Ministry of Tourism (and all related areas).

Whilst this report does not attempt to address the entirety of the long-term goals raised, including facilitating labour mobility across economies, it confirms the importance of the **APEC standards for establishing a common benchmark for training for the participating economies.** Aligning the domestic certification process to APEC is a first step in understanding certification of skills internationally.

Recommendations for possible future advancements of this project and its achievements focus on two areas.

The first deals with the project methodology, should similar projects be undertaken:

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[3] Asia-Pacific Economic Cooperation (APEC). APEC Skills Development Capacity Building Alliance, ASD-CBA Fostering Connected APEC Throughout Upskilling, Final Report. APEC Project No. HRD 01 2017T, Chinese Taipe, APEC Secretariat.

> ➢ Consider testing APEC Occupational Standards in other industries using the pilot project methodology outlined in this report. Key productive and economically significant industries experiencing workforce shortages and skills gaps could benefit from what has been conducted for the tourism sector to encourage industry-relevant skills training, recognition, and mobility.

> ➢ Revise the pilot project methodology for any future projects of this nature, in light of the suggested improvements included within this report, to ensure any future applications with a broader range of APEC economies build on the lessons learned. For example, the inclusion of stakeholders based outside of capital cities in any future pilots to ensure their perspectives are taken into account.

The second set of recommendations focus on future developments that could build on the success of this Pilot Implementation Project:

> ➢ **Further explore models of collaboration outlined in the APEC Integrated Referencing Framework (HRD 05 2015S), investigating existing quality assurance frameworks for skills recognition across APEC economies to facilitate greater alignment between systems.** Such alignment would support best practice in quality assurance for skills acquisition systems, which is consistent across APEC economies and that are aligned with the APEC Occupational Standards. This would further support cross-border skills recognition and labour mobility. Development and testing of this project would require the cooperation and participation of willing APEC economies.

> ➢ **Design of central resources to be used to recognise skills in line with the APEC Occupational Standards.** This would assist in implementation of the APEC Occupational Standards across economies, by addressing the apparent gaps that arise from the differences in local terminology, training requirements and licensing. A central resource for recognising and skills in line with the Standards would not only form a common reference point for skills recognition across economies but could also be used for recognising skills where the person has gained these skills from industry experience or on the job. This would further facilitate collaboration between training providers in the regions, in terms of ensuring domestic training is aligned to the APEC Occupational Standards.

> ➢ **Consultation and development of an APEC Digital Skills Badge** so that those who undertake training or certification to APEC standards can be recognised and have the portable certification of this recognition. This would assist not only employers in recognising the skills of potential workers, but also facilitate the workers to move between employers within and across borders.

> ➢ **Consultation and development of an APEC certifying process and platform** to map, validate and certify the training and skills recognition resources of economies and training organisations within economies, to confirm they meet the APEC standards and then accredit the training or RPL so that graduates can be awarded the APEC Digital Skills Badge for their skills and knowledge in that occupation.

It is acknowledged that the second set of recommendations would require investment from APEC or from the participating economies. However, the benefits to be gained in terms of addressing workforce challenges would be significant and would provide beneficial economic and societal outcomes far in excess of the financial outlay for development of these pieces of work.

As economies continue to recover from the global COVID-19 pandemic disruptions and address workforce shortages and skills gaps, it has never been more important to consider labour market strategies which address these eminent issues.

APEC Occupational Standards provide an internationally recognised and evidence-based framework to benchmark training and support economies with their skills challenges.

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Appendices

Appendix A.1 Core APEC Occupational Standards – Cook

Occupational Standard Title:	Communicate effectively with colleagues and customers	THCMM17001
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to communicate in the workplace with colleagues and customers from a range of social and cultural groups and to effectively resolve conflict. *The following describes the essential skills and knowledge required for this occupational standard.*	
Skills Statement	1. Appropriate modes of communication are identified and used, relevant to the job task and the parties involved. 2. Communication equipment is used effectively and in accordance with organisational policies and procedures. 3. Written, verbal and visual communication with colleagues and customers is carried out in a clear and professional manner. 4. Individual social and cultural differences are considered and respected. 5. Appropriate voice tonality and volume is used when communicating verbally. 6. Information and instructions are clarified using open and closed questioning and active listening techniques. 7. Written communications are completed clearly, concisely and accurately. 8. Gestures and visual communication methods are used effectively. 9. Non-verbal cues are noted and responded to appropriately. 10. Requests for information from colleagues or customers are responded to promptly, providing an appropriate level of detail. 11. Appropriate precautions are taken when communicating confidential or sensitive information. 12. Situations with the potential for conflict are identified and nature and details of the conflict established and agreed by all parties. 13. Options to resolve conflict are investigated and evaluated and optimum solution implemented in accordance with organisational policies and procedures. 14. Social and cultural issues that may cause conflict or misunderstanding are identified and addressed swiftly and tactfully. 15. Unresolved issues are escalated to the appropriate persons for follow-up and action in accordance with organisational policies and procedures.	
Knowledge Statement	1. Organisational policies and procedures relating to workplace communication. 2. Modes and styles of communication and their characteristics and features. 3. Types of equipment used to facilitate communication with colleagues and customers. 4. Basic principles of effective written, verbal, non-verbal and visual communication. 5. Awareness of social and cultural differences that occur in the workplace.	

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	6. Challenges in communicating with people from Culturally and Linguistically Diverse backgrounds and strategies to respond. 7. Techniques for effective and appropriate communication between team members. 8. Barriers to communication and methods to avoid or resolve them. 9. Organisational policies and procedures for dealing with confidential or sensitive information. 10. Processes for identifying situations where potential conflict exists. 11. Appropriate problem solving and conflict resolution techniques. 12. Organisational policies and procedures for escalation of unresolved issues.
Responsibility Statement	Work is performed independently at all skill levels.
Certification	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.
Date	August 2017

Occupational Standard Title:	Apply hospitality workplace hygiene principles THHSH17002
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to use personal hygiene practices to maintain the wellbeing of self and others in hospitality service environments. *The following describes the essential skills and knowledge required for this occupational standard.*
Skills Statement	1. Personal hygiene and grooming is checked and maintained in preparation for work. 2. Personal cleanliness is checked and adjusted as required during workplace activities. 3. Cleanliness and suitability of any required uniform or personal protective equipment is checked and adjusted as required during workplace activities. 4. Organisational policies and procedures for hygienic personal contact during work activities are followed. 5. Workplace hygiene hazards are identified and addressed within the scope of own role and unresolved hazards are reported to appropriate persons.
Knowledge Statement	1. Reasons for maintaining personal hygiene in the workplace. 2. Common methods of transferring micro-organisms and spreading airborne and infectious diseases and illness to self and others. 3. Appropriate personal hygiene practices to implement prior to and during service periods. 4. Purpose and appropriate use of personal protective equipment. 5. Organisational policies relating to workplace hygiene standards. 6. Organisational policies, procedures and templates for addressing and reporting workplace hygiene hazards.
Responsibility Statement	Work is performed independently, at all skill levels.

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Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	Clean and maintain kitchen equipment and environment	THHOS17004
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to clean food preparation areas, equipment and storage areas in commercial kitchens.	
	The following describes the essential skills and knowledge required for this occupational standard.	
Skills Statement	1. Appropriate cleaning agents and equipment are selected, prepared and used in accordance with manufacturer's instructions and organisational workplace health and safety procedures. 2. Appropriate personal protective clothing is used when preparing for and carrying out cleaning duties. 3. Kitchen equipment is cleaned and sanitised in accordance with cleaning schedule and organisational policies and procedures and stored in designated place. 4. Food preparation and storage areas and kitchen surfaces are cleaned and sanitised in accordance with cleaning schedule and organisational policies and procedures. 5. Service-ware and utensils are cleaned and inspected for damage and losses reported to appropriate persons. 6. Linen is sorted and removed in accordance with organisational policies and procedures. 7. Incidents of pest or animal waste are cleaned and sanitised and incidents of infestation reported in accordance with organisational policies and procedures. 8. Kitchen waste is sorted and promptly disposed of to avoid cross-contamination with food stocks. 9. Negative environmental impacts are reduced through efficient use of water, energy and other resources. 10. Waste, recyclables and hazardous substances are disposed of appropriately to minimise negative environmental impacts. 11. Equipment and cleaning agents are stored in designated area ready for re-use and according to organisational workplace health and safety requirements.	
Knowledge Statement	1. Appropriate equipment, types of cleaning agents and procedures used for cleaning kitchen premises and equipment. 2. Purpose and appropriate use of personal protective equipment. 3. Organisational policies, procedures and standards relating to kitchen cleanliness, hygiene and schedules for cleaning. 4. Safe manual handling techniques. 5. Safe storage, handling and disposal procedures for hazardous substances. 6. Cleaning and sanitising practices and procedures that minimise hygiene risks and cross-contamination issues.	

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	7. Organisational policies and procedures for reporting pest infestations. 8. Workplace health and safety guidelines and practices with specific relevance to kitchen premises. 9. Methods of minimising environmental impacts during the cleaning process. 10. Appropriate and environmentally sound disposal methods for waste, recyclables and hazardous materials. 11. Organisational policies and procedures for safe storage of cleaning equipment and cleaning agents.
Responsibility Statement	Work is performed independently, reporting to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	**Use cookery equipment and tools to prepare food items** **THHOS17009**
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to use a range of commercial cookery equipment and tools to prepare food items to be used in meal preparation. *The following describes the essential skills and knowledge required for this occupational standard.*
Skills Statement	1. Food preparation requirements are confirmed from recipes, lists or other workplace information. 2. Knives and other equipment are selected as appropriate to the food preparation task. 3. Equipment is assembled safely in accordance with the manufacturer's instructions. 4. Food items are selected from stores in accordance with recipe requirements and stock rotation requirements. 5. Perishable supplies are checked for spoilage or contamination prior to preparation. 6. Food items are prepared using appropriate knives to make precision cuts in accordance with recipe requirements. 7. Fixed and handheld commercial equipment is used to prepare food items in accordance with recipe requirements. 8. Equipment cleanliness is maintained using appropriate cleaning agents. 9. Equipment and knives are maintained, and unsafe or faulty equipment is reported in accordance with organisational policies and procedures. 10. Kitchen waste is sorted and promptly disposed of to avoid cross-contamination with food stocks. 11. Negative environmental impacts are reduced through efficient use of water, energy and other resources.

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Knowledge Statement	12. Waste, recyclables and hazardous substances are disposed of appropriately to minimise negative environmental impacts.
	1. Meaning and role of mise en place in the process of preparing food.
	2. Features, functions and safe operating practices for equipment used in food preparation.
	3. Range of food items and appropriate preparation methods for use in different recipes.
	4. Organisational policies and procedures for stock rotation.
	5. Principles of food safety and hygiene.
	6. Precision cuts used in a commercial kitchen.
	7. Appropriate cleaning, sanitising and maintenance procedures for kitchen equipment and tools.
	8. Workplace health and safety guidelines and practices with specific relevance to use of kitchen equipment and tools.
	9. Methods of minimising environmental impacts during the food preparation process.
	10. Appropriate and environmentally sound disposal methods for waste, recyclables and hazardous materials.
Responsibility Statement	Work is performed independently, reporting to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	**Prepare meals using professional cookery methods THHOS17010**
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to use a range of professional cookery methods to prepare meals according to standard recipes.
	The following describes the essential skills and knowledge required for this occupational standard.
Skills Statement	1. Food preparation requirements are confirmed from recipes, lists or other workplace information.
	2. Ingredients are sorted and assembled according to mise en place.
	3. Ingredients are weighed, measured, cut and prepared according to recipe requirements and cooking method and in accordance with the principles of food safety and hygiene.
	4. Waste is minimised to maximise profitability of meals prepared.
	5. Appropriate cookery methods are selected and used to prepare food according to standard recipes.
	6. Cooking process is completed in a logical, safe and timely manner.
	7. Problems during cooking process are identified and adjustments made whilst maintaining the integrity of the recipe.
	8. Meat items are carved using appropriate tools and techniques and taking into account meat and bone structure.
	9. Food items are portioned and served with appropriate accompaniments and according to recipe requirements.

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	10. Meals are presented on appropriate service-ware and visually inspected and adjustments made as required. 11. Sauces and garnishes are added according to recipe requirements. 12. Kitchen waste is sorted promptly and appropriately stored or disposed of to avoid cross-contamination with food stocks.
Knowledge Statement	1. Meaning and role of mise en place in the process of preparing food. 2. Features, functions and safe operating practices for equipment used in food preparation. 3. Features and characteristics of major food types. 4. Culinary terms and trade names for ingredients used in standard recipes. 5. History and cultural origin of a range of standard food items and recipes. 6. Key principles and practices of a range of cookery methods for standard food types and recipes. 7. Processes for carrying out mathematical calculations using the four basic processes of addition, subtraction, multiplication and division. 8. Precision cuts used in a commercial kitchen. 9. Preparation techniques for different types and cuts of meat products. 10. Effects of cookery methods used for different food items. 11. Accompaniments, sauces and garnishes appropriate for use with a range of food items. 12. Appropriate portioning and plating procedures and service-ware required for different food items and recipes. 13. Principles of food safety and hygiene. 14. Appropriate environmental conditions for standing of meals and storage of food items. 15. Workplace health and safety guidelines and practices with specific relevance to use of kitchen equipment and tools. 16. Methods of minimising environmental impacts during the food preparation process. 17. Appropriate and environmentally sound disposal methods for waste, recyclables and hazardous materials.
Responsibility Statement	Work is performed independently and may report to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	**Maintain the quality of food items** **THHOS17011**
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to maintain the quality of perishable food items to minimise wastage and avoid food contamination. *The following describes the essential skills and knowledge required for this occupational standard.*

Skills Statement	1. Temperature checks are completed and recorded in accordance with organisational policies and procedures on delivered goods to ensure they are within specified tolerances. 2. Deficiencies in delivered food items are identified and rejected or reported within the scope of own job role. 3. Correct environmental conditions are selected and prepared for storage of perishable supplies. 4. Perishable supplies are date coded and promptly stored in appropriate storage area to minimise wastage and avoid contamination. 5. Environmental conditions of all storage areas and equipment are checked regularly to maintain supplies at optimum quality and protect from spoilage. 6. Storage areas and items are checked regularly for animal and pest damage and incidents of infestation reported in accordance with organisational policies and procedures. 7. Perishable supplies are rotated for maximum use in accordance with expiration dates. 8. Supplies are checked regularly for quality and any deficiencies identified and reported in accordance with organisational policies and procedures. 9. Spoilt stock is safely disposed of within scope of own job role and in a manner that minimises negative environmental impacts.
Knowledge Statement	1. Key features and operational requirements of equipment, documentation and stock control systems. 2. Appropriate environmental conditions and storage requirements for different types of stock. 3. Indicators of quality of perishable items. 4. Indicators of spoilage and contamination of perishable items. 5. Different types of contamination and reasons for protecting against contamination. 6. Principles of food safety and hygiene. 7. Organisational policies and procedures relating to stock control and storage of stock. 8. Organisational policies and procedures for reporting on animal or pest infestations. 9. Appropriate and environmentally sound disposal methods for spoilt stock. 10. Workplace health and safety guidelines and practices relating to stock handling.
Responsibility Statement	Work is performed independently and may report to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	Follow workplace health and safety procedures THHSH17001
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to follow pre-determined health safety and security procedures to incorporate safe work practices into daily workplace activities. It includes identification of workplace hazards and responding to associated risks.
	The following describes the essential skills and knowledge required for this occupational standard.
Skills Statement	1. Organisational workplace health and safety procedures are followed and incorporated into own workplace activities. 2. Personal protective equipment and clothing is used as required when carrying out workplace activities. 3. Safety directions of appropriate persons and workplace safety signage are observed and complied with. 4. Organisational policies and procedures for identifying, preventing and reporting actual and potential health and safety hazards are followed. 5. Organisational policies and procedures for identifying and controlling risks within scope of own role and responsibilities are followed. 6. Emergency procedures within the scope of own role and responsibilities are followed when required. 7. Feedback is provided to appropriate persons on areas of workplace health and safety that require improvement.
Knowledge Statement	1. Organisational policies and procedures relating to workplace health and safety. 2. Common workplace hazard and risk control measures. 3. Purpose and appropriate use of personal protective equipment. 4. Organisational policies, procedures and templates for recording hazard identification, risk assessment and reporting incidents. 5. Organisational policies and procedures for responding to emergency situations. 6. Relevant regulation and legislation that may apply to workplace health and safety.
Responsibility Statement	Work is performed independently, at all skill levels.
Certification	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.
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Occupational Standard Title:	Work effectively in a team	THCMM17002
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to work effectively with colleagues in a team and deal appropriately with issues, problems and conflict.	
	The following describes the essential skills and knowledge required for this occupational standard.	
Skills Statement	1. Relevant team members are identified and consulted regarding team goals, plans and objectives. 2. Team members are encouraged to take part in planning, decision making and operational tasks within scope of own role. 3. Roles and responsibilities are allocated to team members and individual tasks and contribution to team goals are identified and actioned appropriately. 4. Interactions between team members are carried out in a professional and courteous manner, recognising and respecting cultural differences within the team. 5. Team members work cooperatively to assist each other in undertaking roles and responsibilities, while also taking responsibility for own work. 6. Information is shared between team members to enhance work outcomes. 7. Resourcing requirements to achieve goals are identified and sufficient resources allocated. 8. Barriers to achieving goals are identified as a team and individually and required actions taken to reduce impact. 9. Constructive feedback is provided to team members and acted upon to enhance work outcomes. 10. Issues, problems and conflict between team members are identified when they occur. 11. Team members work collaboratively to address issues, problems or conflict to minimise impact on goal attainment, or refer to the appropriate persons for resolution.	
Knowledge Statement	1. Organisational goals, plans and objectives relevant to the team. 2. Range of roles and responsibilities undertaken to achieve team goals. 3. Range of resources available to assist in goal attainment. 4. Organisational expectations with regard to successful attainment of goals. 5. Techniques for effective and appropriate communication between team members. 6. Range of cultural differences that may be encountered in work teams and appropriate responses. 7. Commercial impact of effective work teams. 8. Common internal and external barriers to goal attainment and strategies and actions to reduce impact on work outcomes. 9. Techniques for planning and monitoring progress toward goal attainment. 10. Principles of group dynamics and techniques for motivation and negotiation. 11. Techniques for providing constructive feedback to team members.	

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	12. Appropriate problem solving and conflict resolution techniques.
Responsibility Statement	Work is performed independently at all skill levels.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
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Appendix A.2 Core APEC Occupational Standards – Housekeeper

Occupational Standard Title:	Communicate effectively with colleagues and customers	THCMM17001
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to communicate in the workplace with colleagues and customers from a range of social and cultural groups and to effectively resolve conflict.	
	The following describes the essential skills and knowledge required for this occupational standard.	
Skills Statement	1. Appropriate modes of communication are identified and used, relevant to the job task and the parties involved. 2. Communication equipment is used effectively and in accordance with organisational policies and procedures. 3. Written, verbal and visual communication with colleagues and customers is carried out in a clear and professional manner. 4. Individual social and cultural differences are considered and respected. 5. Appropriate voice tonality and volume is used when communicating verbally. 6. Information and instructions are clarified using open and closed questioning and active listening techniques. 7. Written communications are completed clearly, concisely and accurately. 8. Gestures and visual communication methods are used effectively. 9. Non-verbal cues are noted and responded to appropriately. 10. Requests for information from colleagues or customers are responded to promptly, providing an appropriate level of detail. 11. Appropriate precautions are taken when communicating confidential or sensitive information. 12. Situations with the potential for conflict are identified and nature and details of the conflict established and agreed by all parties. 13. Options to resolve conflict are investigated and evaluated and optimum solution implemented in accordance with organisational policies and procedures. 14. Social and cultural issues that may cause conflict or misunderstanding are identified and addressed swiftly and tactfully. 15. Unresolved issues are escalated to the appropriate persons for follow-up and action in accordance with organisational policies and procedures.	
Knowledge Statement	1. Organisational policies and procedures relating to workplace communication. 2. Modes and styles of communication and their characteristics and features. 3. Types of equipment used to facilitate communication with colleagues and customers. 4. Basic principles of effective written, verbal, non-verbal and visual communication. 5. Awareness of social and cultural differences that occur in the workplace. 6. Challenges in communicating with people from Culturally and Linguistically Diverse backgrounds and strategies to respond.	

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	7. Techniques for effective and appropriate communication between team members. 8. Barriers to communication and methods to avoid or resolve them. 9. Organisational policies and procedures for dealing with confidential or sensitive information. 10. Processes for identifying situations where potential conflict exists. 11. Appropriate problem solving and conflict resolution techniques. 12. Organisational policies and procedures for escalation of unresolved issues.
Responsibility Statement	Work is performed independently at all skill levels.
Certification	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.
Date	August 2017

Occupational Standard Title:	Apply hospitality workplace hygiene principles	THHSH17002
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to use personal hygiene practices to maintain the wellbeing of self and others in hospitality service environments. *The following describes the essential skills and knowledge required for this occupational standard.*	
Skills Statement	1. Personal hygiene and grooming is checked and maintained in preparation for work. 2. Personal cleanliness is checked and adjusted as required during workplace activities. 3. Cleanliness and suitability of any required uniform or personal protective equipment is checked and adjusted as required during workplace activities. 4. Organisational policies and procedures for hygienic personal contact during work activities are followed. 5. Workplace hygiene hazards are identified and addressed within the scope of own role and unresolved hazards are reported to appropriate persons.	
Knowledge Statement	1. Reasons for maintaining personal hygiene in the workplace. 2. Common methods of transferring micro-organisms and spreading airborne and infectious diseases and illness to self and others. 3. Appropriate personal hygiene practices to implement prior to and during service periods. 4. Purpose and appropriate use of personal protective equipment. 5. Organisational policies relating to workplace hygiene standards. 6. Organisational policies, procedures and templates for addressing and reporting workplace hygiene hazards.	
Responsibility Statement	Work is performed independently, at all skill levels.	

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Hospitality Industry in the Pacific Alliance
FINAL REPORT

Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	Prioritise and complete routine work activities THHOS17001
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to plan and prioritise individual workload and complete routine work activities according to organisational requirements.
Skills Statement	*The following describes the essential skills and knowledge required for this occupational standard.* 1. Targets relating to work activities are identified, discussed and agreed with appropriate persons. 2. Workload is prioritised and scheduled to meet required organisational timeframes. 3. Tasks are completed within designated timeframes and in accordance with organisational policies and procedures. 4. Factors affecting completion of work activities are identified and appropriate action taken. 5. Assistance is sought from appropriate persons when required in order to complete work activities. 6. Notification of completion of work activities is carried out according to organisational policies and procedures. 7. Procedures for completing work activities are adjusted in response to feedback from colleagues and in accordance with organisational policies and procedures.
Knowledge Statement	1. Organisational policies, procedures and timeframes relating to own work activities. 2. Understanding of the relationship between own work targets and organisational goals. 3. Factors that may affect ability to complete work activities and appropriate actions to alleviate these. 4. Processes for planning and prioritising of tasks and work activities to meet organisational requirements. 5. Procedures for notification of completion of work activities.
Responsibility Statement	Work is performed independently and may report to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	Clean commercial premises	THHOS17002

Application/ Descriptor	This occupational standard specifies the skills and knowledge required to set up equipment and safely clean commercial premises using resources efficiently and minimising negative environmental impacts.
	The following describes the essential skills and knowledge required for this occupational standard.
Skills Statement	1. Appropriate equipment according to cleaning task is selected and inspected for hygiene, safety and functionality. 2. Appropriate cleaning agents are selected and prepared according to product instructions and organisational workplace health and safety policies and procedures. 3. Appropriate personal protective clothing is used when preparing for and carrying out cleaning duties. 4. Customer inconvenience is minimised when performing cleaning tasks. 5. Area to be cleaned is prepared, hazards identified and barricades or warning signs erected as required. 6. Appropriate equipment and cleaning agents are used to clean commercial areas, surfaces and equipment according to manufacturer's instructions and organisational workplace health and safety policies and procedures. 7. Negative environmental impacts are reduced through efficient use of water, energy and other resources. 8. Waste, recyclables and hazardous substances are disposed of appropriately to minimise negative environmental impacts. 9. Equipment is cleaned after use in accordance with manufacturer's instructions and organisational workplace health and safety policies and procedures. 10. Routine maintenance of equipment is carried out and faults in equipment are identified and reported to appropriate persons. 11. Equipment and cleaning agents are stored in designated area ready for re-use and according to organisational workplace health and safety requirements.
Knowledge Statement	1. Appropriate equipment, cleaning agents and procedures used for cleaning wet or dry surfaces and materials. 2. Organisational requirements and standards for presentation of commercial premises. 3. Organisational policies and procedures relating to workplace health and safety. 4. Common workplace hazard and risk control measures relevant to cleaning procedures. 5. Purpose and appropriate use of personal protective equipment. 6. Safe manual handling techniques. 7. Safe handling and disposal procedures for hazardous substances. 8. Cleaning practices and procedures that minimise hygiene risks. 9. Methods of minimising environmental impacts during the cleaning process. 10. Processes for routine maintenance of cleaning equipment. 11. Organisational policies and procedures for reporting faulty equipment.

	12. Organisational policies and procedures for safe storage of cleaning equipment and cleaning agents.
Responsibility Statement	Work is performed independently, reporting to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	**Prepare guest rooms** **THHOS17015**
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to clean and prepare guest rooms, including bathrooms, in commercial accommodation establishments.
	The following describes the essential skills and knowledge required for this occupational standard.
Skills Statement	1. Rooms requiring servicing are identified from information supplied. 2. Appropriate and sufficient cleaning supplies are identified, selected and safely loaded onto trolley. 3. Appropriate personal protective clothing is used when preparing for and carrying out cleaning duties. 4. Guest rooms are accessed and cleaned in logical order, with minimum disruption to guests. 5. Hazards and risks are identified and reported and actioned appropriately. 6. Appropriate equipment and cleaning agents are used to clean wet and dry areas of guest rooms, surfaces and equipment according to manufacturer's instructions and organisational workplace health and safety policies and procedures. 7. Linen on beds and pillows is stripped, replaced and used linen sent to laundry according to organisational procedures 8. Furniture, fixtures and fittings are re-set and room supplies replenished or replaced as required. 9. Pests are identified and appropriate action taken for reporting and removal. 10. Guest items left in vacated rooms are collected and stored in accordance with organisational policies and procedures. 11. Room defects, damaged fixtures or fittings, or suspicious items or occurrences are identified and reported to appropriate persons for follow up. 12. All aspects of room set-up and cleanliness are checked prior to leaving. 13. Notification of completion of room preparation is carried out according to organisational policies and procedures. 14. Negative environmental impacts are reduced through efficient use of water, energy and other resources.

	15. Waste and hazardous substances are disposed of appropriately to minimise negative environmental impacts.
	16. Equipment and trolley is cleaned and stored in designated area ready for re-use in accordance with organisational workplace health and safety policies and procedures.
	17. Stock of cleaning and guest room supplies is checked and re-ordered according to organisational policies and procedures.
Knowledge Statement	1. Appropriate equipment, cleaning agents and procedures used for cleaning all areas of guest rooms.
	2. Organisational requirements and standards for presentation of guest rooms.
	3. Organisational policies and procedures relating to workplace health and safety.
	4. Common workplace hazard and risk control measures.
	5. Purpose and appropriate use of personal protective equipment.
	6. Safe manual handling techniques.
	7. Security and safety requirements when carrying out duties in guest rooms.
	8. Cleaning practices and procedures that minimise hygiene risks.
	9. Organisational policies and procedures relating to laundering of guest room linen.
	10. Common pests found in guest rooms and procedures for removal.
	11. Methods of minimising environmental impacts during the cleaning process.
	12. Safe handling and disposal procedures for hazardous substances.
	13. Organisational policies and procedures for dealing with guest items left in vacated rooms.
	14. Organisational policies and procedures for reporting room defects, damaged fixtures or fittings, or suspicious items or occurrences.
	15. Organisational policies and procedures for safe storage of cleaning equipment and cleaning agents.
	16. Organisational policies and procedures for re-ordering stock of cleaning and guest room supplies.
Responsibility Statement	Work is performed independently, reporting to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	**Perform housekeeping duties**	**THHOS17016**

Application/ Descriptor	This occupational standard specifies the skills and knowledge required to perform a range of general housekeeping duties to service guests in commercial accommodation establishments.
	The following describes the essential skills and knowledge required for this occupational standard.

Skills Statement	1. Details of guest request for housekeeping items or services are confirmed and noted.
	2. Information and advice regarding additional services or benefits are proactively offered to guests to maximise take-up during guest's stay.
	3. Items requested by guests are located, delivered and picked up within agreed timeframes.
	4. Equipment is set up for guests according to manufacturer's instructions and instruction provided on correct use provided where required.
	5. Services requested by guests are delivered within agreed timeframes.
	6. Ongoing actions required to meet guest requests are identified and reported to appropriate persons for further action.
	7. Equipment malfunctions are reported promptly and alternative arrangements implemented to meet guest needs.
	8. Appropriate apologies and service recovery amenities are offered when responding to break-down in guest servicing.
	9. Guest requests are handled in accordance with organisational policies and procedures relating to customer service, customers with special needs, guest confidentiality and security.
Knowledge Statement	1. Range of housekeeping services and available items and equipment.
	2. Systems and processes for delivery and pick up of housekeeping items and equipment.
	3. Organisational policies and procedures relating to standard response times for housekeeping services.
	4. Range of service recovery amenities available and organisational policies regarding appropriate deployment.
	5. Safe handling and operation of room equipment.
	6. Organisational policies and procedures for reporting maintenance requirements.
	7. Organisational policies and procedures relating to customer service, guest confidentiality and security.
Responsibility Statement	Work is performed independently and may report to a supervisor or manager.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Occupational Standard Title:	**Follow workplace health and safety procedures**	**THHSH17001**
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to follow pre-determined health safety and security procedures to incorporate safe work practices into daily workplace activities. It includes identification of workplace hazards and responding to associated risks.	
	The following describes the essential skills and knowledge required for this occupational standard.	

Skills Statement	1. Organisational workplace health and safety procedures are followed and incorporated into own workplace activities.
	2. Personal protective equipment and clothing is used as required when carrying out workplace activities.
	3. Safety directions of appropriate persons and workplace safety signage are observed and complied with.
	4. Organisational policies and procedures for identifying, preventing and reporting actual and potential health and safety hazards are followed.
	5. Organisational policies and procedures for identifying and controlling risks within scope of own role and responsibilities are followed.
	6. Emergency procedures within the scope of own role and responsibilities are followed when required.
	7. Feedback is provided to appropriate persons on areas of workplace health and safety that require improvement.
Knowledge Statement	1. Organisational policies and procedures relating to workplace health and safety.
	2. Common workplace hazard and risk control measures.
	3. Purpose and appropriate use of personal protective equipment.
	4. Organisational policies, procedures and templates for recording hazard identification, risk assessment and reporting incidents.
	5. Organisational policies and procedures for responding to emergency situations.
	6. Relevant regulation and legislation that may apply to workplace health and safety.
Responsibility Statement	Work is performed independently, at all skill levels.
Certification	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.
Date	August 2017

Occupational Standard Title:	Apply hospitality workplace hygiene principles THHSH17002
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to use personal hygiene practices to maintain the wellbeing of self and others in hospitality service environments.
	The following describes the essential skills and knowledge required for this occupational standard.
Skills Statement	1. Personal hygiene and grooming is checked and maintained in preparation for work.
	2. Personal cleanliness is checked and adjusted as required during workplace activities.
	3. Cleanliness and suitability of any required uniform or personal protective equipment is checked and adjusted as required during workplace activities.

	4. Organisational policies and procedures for hygienic personal contact during work activities are followed.
	5. Workplace hygiene hazards are identified and addressed within the scope of own role and unresolved hazards are reported to appropriate persons.
Knowledge Statement	1. Reasons for maintaining personal hygiene in the workplace.
	2. Common methods of transferring micro-organisms and spreading airborne and infectious diseases and illness to self and others.
	3. Appropriate personal hygiene practices to implement prior to and during service periods.
	4. Purpose and appropriate use of personal protective equipment.
	5. Organisational policies relating to workplace hygiene standards.
	6. Organisational policies, procedures and templates for addressing and reporting workplace hygiene hazards.
Responsibility Statement	Work is performed independently, at all skill levels.
Certification	No licensing, certification or regulatory requirements apply to this Standard.
Date	August 2017

Appendix B.1 APEC Occupational Standards Mapping Spreadsheets, Cook

Title	THHOS17009 Use cookery equipment and tools to prepare food items			
Application	This occupational standard specifies the skills and knowledge required to use a range of commercial cookery equipment and tools to prepare food items to be used in meal preparation.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Food preparation requirements are confirmed from recipes, lists or other workplace information.			
	2. Knives and other equipment are selected as appropriate to the food preparation task.			
	3. Equipment is assembled safely in accordance with the manufacturer's instructions.			
	4. Food items are selected from stores in accordance with recipe requirements and stock rotation requirements.			
	5. Perishable supplies are checked for spoilage or contamination prior to preparation.			
	6. Food items are prepared using appropriate knives to make precision cuts in accordance with recipe requirements.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	7. Fixed and handheld commercial equipment is used to prepare food items in accordance with recipe requirements.			
	8. Equipment cleanliness is maintained using appropriate cleaning agents.			
	9. Equipment and knives are maintained, and unsafe or faulty equipment is reported in accordance with organisational policies and procedures.			
	10. Kitchen waste is sorted and promptly disposed of to avoid cross-contamination with food stocks.			
	11. Negative environmental impacts are reduced through efficient use of water, energy and other resources.			
	12. Waste, recyclables and hazardous substances are disposed of appropriately to minimise negative environmental impacts.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Meaning and role of mise en place in the process of preparing food.			
	2. Features, functions and safe operating practices for equipment used in food preparation.			

		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	3. Range of food items and appropriate preparation methods for use in different recipes.			
	4. Organisational policies and procedures for stock rotation.			
	5. Principles of food safety and hygiene.			
	6. Precision cuts used in a commercial kitchen.			
	7. Appropriate cleaning, sanitising and maintenance procedures for kitchen equipment and tools.			
	8. Workplace health and safety guidelines and practices with specific relevance to use of kitchen equipment and tools.			
	9. Methods of minimising environmental impacts during the food preparation process.			
	10. Appropriate and environmentally sound disposal methods for waste, recyclables and hazardous materials.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHOS17010 Prepare meals using professional cookery methods			
Application	This occupational standard specifies the skills and knowledge required to use a range of professional cookery methods to prepare meals according to standard recipes.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Food preparation requirements are confirmed from recipes, lists or other workplace information.			
	2. Ingredients are sorted and assembled according to mise en place.			
	3. Ingredients are weighed, measured, cut and prepared according to recipe requirements and cooking method and in accordance with the principles of food safety and hygiene.			
	4. Waste is minimised to maximise profitability of meals prepared.			
	5. Appropriate cookery methods are selected and used to prepare food according to standard recipes.			
	6. Cooking process is completed in a logical, safe and timely manner.			
	7. Problems during cooking process are identified and adjustments made whilst maintaining the integrity of the recipe.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	8. Meat items are carved using appropriate tools and techniques and taking into account meat and bone structure.			
	9. Food items are portioned and served with appropriate accompaniments and according to recipe requirements.			
	10. Meals are presented on appropriate service-ware and visually inspected and adjustments made as required.			
	11. Sauces and garnishes are added according to recipe requirements.			
	12. Kitchen waste is sorted promptly and appropriately stored or disposed of to avoid cross-contamination with food stocks.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Meaning and role of mise en place in the process of preparing food.			
	2. Features, functions and safe operating practices for equipment used in food preparation.			
	3. Features and characteristics of major food types.			
	4. Culinary terms and trade names for ingredients used in standard recipes.			
	5. History and cultural origin of a range of standard food items and recipes.			

	6. Key principles and practices of a range of cookery methods for standard food types and recipes.		
	7. Processes for carrying out mathematical calculations using the four basic processes of addition, subtraction, multiplication and division.		
	8. Precision cuts used in a commercial kitchen.		
	9. Preparation techniques for different types and cuts of meat products.		
	10. Effects of cookery methods used for different food items.		
	11. Accompaniments, sauces and garnishes appropriate for use with a range of food items.		
	12. Appropriate portioning and plating procedures and service-ware required for different food items and recipes.		
	13. Principles of food safety and hygiene.		
	14. Appropriate environmental conditions for standing of meals and storage of food items.		
	15. Workplace health and safety guidelines and practices with specific relevance to use of kitchen equipment and tools.		
	16. Methods of minimising environmental impacts during the food preparation process.		

	17. Appropriate and environmentally sound disposal methods for waste, recyclables and hazardous materials.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHSH17003 Apply the principles of hygiene and food safety			
Application	This occupational standard specifies the skills and knowledge required to use workplace hygiene practices and follow pre-determined organisational procedures to prevent contamination of food and to identify and control food hazards.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational policies and procedures for hygienic handling of food are followed.			
	2. Cleanliness and suitability of any required uniform or personal protective equipment is checked and adjusted as required during workplace activities to prevent food contamination.			

	3. Hands are washed thoroughly, using suitable facilities at appropriate times during workplace activities.			
	4. Food hygiene hazards and potential hazards that may affect the health and safety of customers, colleagues or self are identified and reported according to organisational policies and procedures.			
	5. Food hygiene hazards and potential hazards are removed or minimised promptly upon identification.			
	6. Unsafe hygiene practices that jeopardise food safety are reported promptly to the appropriate persons.			
	7. Personal health issues that cause a food hygiene risk and any ensuing food contamination are reported promptly.			
	8. Personal contact with food and food contact surfaces is carried out in a hygienic manner and unnecessary contact is prevented where possible.			
	9. Participation in food handling activities is ceased where own health issue or lack of appropriate hygiene may cause food contamination.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational policies and procedures relating to hygiene and food safety, such as food safety plans.			

		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	2. Relevant regulation and legislation that may apply to food safety.			
	3. Health issues likely to cause a hygiene risk relevant to food safety.			
	4. Common causes of food contamination and food-borne illnesses.			
	5. Purpose and appropriate use of personal protective equipment.			
	6. Organisational policies, procedures and templates for addressing and reporting food safety hazards.			
	7. Appropriate personal hygiene practices to implement prior to and during service periods to maintain food safety.			
	8. Basic aspects of Hazard Analysis and Critical Control Points (HACCP) approach to food safety.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.			

Title	THHOS17011 Maintain the quality of food items			
Application	This occupational standard specifies the skills and knowledge required to maintain the quality of perishable food items to minimise wastage and avoid food contamination.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Temperature checks are completed and recorded in accordance with organisational policies and procedures on delivered goods to ensure they are within specified tolerances.			
	2. Deficiencies in delivered food items are identified and rejected or reported within the scope of own job role.			
	3. Correct environmental conditions are selected and prepared for storage of perishable supplies.			
	4. Perishable supplies are date coded and promptly stored in appropriate storage area to minimise wastage and avoid contamination.			
	5. Environmental conditions of all storage areas and equipment are checked regularly to maintain supplies at optimum quality and protect from spoilage.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	6. Storage areas and items are checked regularly for animal and pest damage and incidents of infestation reported in accordance with organisational policies and procedures.			
	7. Perishable supplies are rotated for maximum use in accordance with expiration dates.			
	8. Supplies are checked regularly for quality and any deficiencies identified and reported in accordance with organisational policies and procedures.			
	9. Spoilt stock is safely disposed of within scope of own job role and in a manner that minimises negative environmental impacts.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Key features and operational requirements of equipment, documentation and stock control systems.			
	2. Appropriate environmental conditions and storage requirements for different types of stock.			
	3. Indicators of quality of perishable items.			
	4. Indicators of spoilage and contamination of perishable items.			

		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	5. Different types of contamination and reasons for protecting against contamination.			
	6. Principles of food safety and hygiene.			
	7. Organisational policies and procedures relating to stock control and storage of stock.			
	8. Organisational policies and procedures for reporting on animal or pest infestations.			
	9. Appropriate and environmentally sound disposal methods for spoilt stock.			
	10. Workplace health and safety guidelines and practices relating to stock handling.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHOS17004 Clean and maintain kitchen equipment and environment			
Application	This occupational standard specifies the skills and knowledge required to clean food preparation areas, equipment and storage areas in commercial kitchens.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Appropriate cleaning agents and equipment are selected, prepared and used in accordance with manufacturer's instructions and organisational workplace health and safety procedures.			
	2. Appropriate personal protective clothing is used when preparing for and carrying out cleaning duties.			
	3. Kitchen equipment is cleaned and sanitised in accordance with cleaning schedule and organisational policies and procedures and stored in designated place.			
	4. Food preparation and storage areas and kitchen surfaces are cleaned and sanitised in accordance with cleaning schedule and organisational policies and procedures.			
	5. Service-ware and utensils are cleaned and inspected for damage and losses reported to appropriate persons.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	6. Linen is sorted and removed in accordance with organisational policies and procedures.			
	7. Incidents of pest or animal waste are cleaned and sanitised and incidents of infestation reported in accordance with organisational policies and procedures.			
	8. Kitchen waste is sorted and promptly disposed of to avoid cross-contamination with food stocks.			
	9. Negative environmental impacts are reduced through efficient use of water, energy and other resources.			
	10. Waste, recyclables and hazardous substances are disposed of appropriately to minimise negative environmental impacts.			
	11. Equipment and cleaning agents are stored in designated area ready for re-use and according to organisational workplace health and safety requirements.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Appropriate equipment, types of cleaning agents and procedures used for cleaning kitchen premises and equipment.			
	2. Purpose and appropriate use of personal protective equipment.			

	3. Organisational policies, procedures and standards relating to kitchen cleanliness, hygiene and schedules for cleaning.			
	4. Safe manual handling techniques.			
	5. Safe storage, handling and disposal procedures for hazardous substances.			
	6. Cleaning and sanitising practices and procedures that minimise hygiene risks and cross-contamination issues.			
	7. Organisational policies and procedures for reporting pest infestations.			
	8. Workplace health and safety guidelines and practices with specific relevance to kitchen premises.			
	9. Methods of minimising environmental impacts during the cleaning process.			
	10. Appropriate and environmentally sound disposal methods for waste, recyclables and hazardous materials.			
	11. Organisational policies and procedures for safe storage of cleaning equipment and cleaning agents.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THCMM17001 Communicate effectively with colleagues and customers			
Application	This occupational standard specifies the skills and knowledge required to communicate in the workplace with colleagues and customers from a range of social and cultural groups and to effectively resolve conflict.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Appropriate modes of communication are identified and used, relevant to the job task and the parties involved.			
	2. Communication equipment is used effectively and in accordance with organisational policies and procedures.			
	3. Written, verbal and visual communication with colleagues and customers is carried out in a clear and professional manner.			
	4. Individual social and cultural differences are considered and respected.			
	5. Appropriate voice tonality and volume is used when communicating verbally.			
	6. Information and instructions are clarified using open and closed questioning and active listening techniques.			
	7. Written communications are completed clearly, concisely and accurately.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	8. Gestures and visual communication methods are used effectively.			
	9. Non-verbal cues are noted and responded to appropriately.			
	10. Requests for information from colleagues or customers are responded to promptly, providing an appropriate level of detail.			
	11. Appropriate precautions are taken when communicating confidential or sensitive information.			
	12. Situations with the potential for conflict are identified and nature and details of the conflict established and agreed by all parties.			
	13. Options to resolve conflict are investigated and evaluated and optimum solution implemented in accordance with organisational policies and procedures.			
	14. Social and cultural issues that may cause conflict or misunderstanding are identified and addressed swiftly and tactfully.			
	15. Unresolved issues are escalated to the appropriate persons for follow-up and action in accordance with organisational policies and procedures.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?

	1. Organisational policies and procedures relating to workplace communication.			
	2. Modes and styles of communication and their characteristics and features.			
	3. Types of equipment used to facilitate communication with colleagues and customers.			
	4. Basic principles of effective written, verbal, non-verbal and visual communication.			
	5. Awareness of social and cultural differences that occur in the workplace.			
	6. Challenges in communicating with people from Culturally and Linguistically Diverse backgrounds and strategies to respond.			
	7. Techniques for effective and appropriate communication between team members.			
	8. Barriers to communication and methods to avoid or resolve them.			
	9. Organisational policies and procedures for dealing with confidential or sensitive information.			
	10. Processes for identifying situations where potential conflict exists.			
	11. Appropriate problem solving and conflict resolution techniques.			

		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	12. Organisational policies and procedures for escalation of unresolved issues.			
Certification				
	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.			

Title	THCMM17002 Work effectively in a team			
Application	This occupational standard specifies the skills and knowledge required to work effectively with colleagues in a team and deal appropriately with issues, problems and conflict.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Relevant team members are identified and consulted regarding team goals, plans and objectives.			

	2. Team members are encouraged to take part in planning, decision making and operational tasks within scope of own role.			
	3. Roles and responsibilities are allocated to team members and individual tasks and contribution to team goals are identified and actioned appropriately.			
	4. Interactions between team members are carried out in a professional and courteous manner, recognising and respecting cultural differences within the team.			
	5. Team members work cooperatively to assist each other in undertaking roles and responsibilities, while also taking responsibility for own work.			
	6. Information is shared between team members to enhance work outcomes.			
	7. Resourcing requirements to achieve goals are identified and sufficient resources allocated.			
	8. Barriers to achieving goals are identified as a team and individually and required actions taken to reduce impact.			
	9. Constructive feedback is provided to team members and acted upon to enhance work outcomes.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	10. Issues, problems and conflict between team members are identified when they occur.			
	11. Team members work collaboratively to address issues, problems or conflict to minimise impact on goal attainment, or refer to the appropriate persons for resolution.			
Knowledge Statement				
	1. Organisational goals, plans and objectives relevant to the team.			
	2. Range of roles and responsibilities undertaken to achieve team goals.			
	3. Range of resources available to assist in goal attainment.			
	4. Organisational expectations with regard to successful attainment of goals.			
	5. Techniques for effective and appropriate communication between team members.			
	6. Range of cultural differences that may be encountered in work teams and appropriate responses.			
	7. Commercial impact of effective work teams.			

	8. Common internal and external barriers to goal attainment and strategies and actions to reduce impact on work outcomes.			
	9. Techniques for planning and monitoring progress toward goal attainment.			
	10. Principles of group dynamics and techniques for motivation and negotiation.			
	11. Techniques for providing constructive feedback to team members.			
	12. Appropriate problem solving and conflict resolution techniques.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHSH17001 Follow workplace health and safety procedures			
Application	This occupational standard specifies the skills and knowledge required to follow pre-determined health safety and security procedures to incorporate safe work practices into daily workplace activities. It includes identification of workplace hazards and responding to associated risks.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational workplace health and safety procedures are followed and incorporated into own workplace activities.			
	2. Personal protective equipment and clothing is used as required when carrying out workplace activities.			
	3. Safety directions of appropriate persons and workplace safety signage are observed and complied with.			
	4. Organisational policies and procedures for identifying, preventing and reporting actual and potential health and safety hazards are followed.			
	5. Organisational policies and procedures for identifying and controlling risks within scope of own role and responsibilities are followed.			

	6. Emergency procedures within the scope of own role and responsibilities are followed when required.			
	7. Feedback is provided to appropriate persons on areas of workplace health and safety that require improvement.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational policies and procedures relating to workplace health and safety.			
	2. Common workplace hazard and risk control measures.			
	3. Purpose and appropriate use of personal protective equipment.			
	4. Organisational policies, procedures and templates for recording hazard identification, risk assessment and reporting incidents.			
	5. Organisational policies and procedures for responding to emergency situations.			
	6. Relevant regulation and legislation that may apply to workplace health and safety.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?

Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.			

Appendix B.2 APEC Occupational Standards Mapping Spreadsheets, Housekeeper

Title	THHOS17001 Prioritise and complete routine work activities			
Application	This occupational standard specifies the skills and knowledge required to plan and prioritise individual workload and complete routine work activities according to organisational requirements.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Targets relating to work activities are identified, discussed and agreed with appropriate persons.			
	2. Workload is prioritised and scheduled to meet required organisational timeframes.			
	3. Tasks are completed within designated timeframes and in accordance with organisational policies and procedures.			
	4. Factors affecting completion of work activities are identified and appropriate action taken.			
	5. Assistance is sought from appropriate persons when required in order to complete work activities.			
	6. Notification of completion of work activities is carried out according to organisational policies and procedures.			
	7. Procedures for completing work activities are adjusted in response to feedback from colleagues and in accordance with organisational policies and procedures.			

Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational policies, procedures and timeframes relating to own work activities.			
	2. Understanding of the relationship between own work targets and organisational goals.			
	3. Factors that may affect ability to complete work activities and appropriate actions to alleviate these.			
	4. Processes for planning and prioritising of tasks and work activities to meet organisational requirements.			
	5. Procedures for notification of completion of work activities.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHOS17002 Clean commercial premises			
Application	This occupational standard specifies the skills and knowledge required to set up equipment and safely clean commercial premises using resources efficiently and minimising negative environmental impacts.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Appropriate equipment according to cleaning task is selected and inspected for hygiene, safety and functionality.			
	2. Appropriate cleaning agents are selected and prepared according to product instructions and organisational workplace health and safety policies and procedures.			
	3. Appropriate personal protective clothing is used when preparing for and carrying out cleaning duties.			
	4. Customer inconvenience is minimised when performing cleaning tasks.			
	5. Area to be cleaned is prepared, hazards identified and barricades or warning signs erected as required.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	6. Appropriate equipment and cleaning agents are used to clean commercial areas, surfaces and equipment according to manufacturer's instructions and organisational workplace health and safety policies and procedures.			
	7. Negative environmental impacts are reduced through efficient use of water, energy and other resources.			
	8. Waste, recyclables and hazardous substances are disposed of appropriately to minimise negative environmental impacts.			
	9. Equipment is cleaned after use in accordance with manufacturer's instructions and organisational workplace health and safety policies and procedures.			
	10. Routine maintenance of equipment is carried out and faults in equipment are identified and reported to appropriate persons.			
	11. Equipment and cleaning agents are stored in designated area ready for re-use and according to organisational workplace health and safety requirements.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Appropriate equipment, cleaning agents and procedures used for cleaning wet or dry surfaces and materials.			

	2. Organisational requirements and standards for presentation of commercial premises.			
	3. Organisational policies and procedures relating to workplace health and safety.			
	4. Common workplace hazard and risk control measures relevant to cleaning procedures.			
	5. Purpose and appropriate use of personal protective equipment.			
	6. Safe manual handling techniques.			
	7. Safe handling and disposal procedures for hazardous substances.			
	8. Cleaning practices and procedures that minimise hygiene risks.			
	9. Methods of minimising environmental impacts during the cleaning process.			
	10. Processes for routine maintenance of cleaning equipment.			
	11. Organisational policies and procedures for reporting faulty equipment.			
	12. Organisational policies and procedures for safe storage of cleaning equipment and cleaning agents.			

Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHOS17016 Perform housekeeping duties			
Application	This occupational standard specifies the skills and knowledge required to perform a range of general housekeeping duties to service guests in commercial accommodation establishments.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Details of guest request for housekeeping items or services are confirmed and noted.			
	2. Information and advice regarding additional services or benefits are proactively offered to guests to maximise take-up during guest's stay.			
	3. Items requested by guests are located, delivered and picked up within agreed timeframes.			

	4. Equipment is set up for guests according to manufacturer's instructions and instruction provided on correct use provided where required.			
	5. Services requested by guests are delivered within agreed timeframes.			
	6. Ongoing actions required to meet guest requests are identified and reported to appropriate persons for further action.			
	7. Equipment malfunctions are reported promptly and alternative arrangements implemented to meet guest needs.			
	8. Appropriate apologies and service recovery amenities are offered when responding to break-down in guest servicing.			
	9. Guest requests are handled in accordance with organisational policies and procedures relating to customer service, customers with special needs, guest confidentiality and security.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Range of housekeeping services and available items and equipment.			
	2. Systems and processes for delivery and pick up of housekeeping items and equipment.			
	3. Organisational policies and procedures relating to standard response times for housekeeping services.			

	4. Range of service recovery amenities available and organisational policies regarding appropriate deployment.			
	5. Safe handling and operation of room equipment.			
	6. Organisational policies and procedures for reporting maintenance requirements.			
	7. Organisational policies and procedures relating to customer service, guest confidentiality and security.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHOS17015 Prepare Guest Rooms			
Application	This occupational standard specifies the skills and knowledge required to clean and prepare guest rooms, including bathrooms, in commercial accommodation establishments.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?

	1. Rooms requiring servicing are identified from information supplied.			
	2. Appropriate and sufficient cleaning supplies are identified, selected and safely loaded onto trolley.			
	3. Appropriate personal protective clothing is used when preparing for and carrying out cleaning duties.			
	4. Guest rooms are accessed and cleaned in logical order, with minimum disruption to guests.			
	5. Hazards and risks are identified and reported and actioned appropriately.			
	6. Appropriate equipment and cleaning agents are used to clean wet and dry areas of guest rooms, surfaces and equipment according to manufacturer's instructions and organisational workplace health and safety policies and procedures.			
	7. Linen on beds and pillows is stripped, replaced and used linen sent to laundry according to organisational procedures			
	8. Furniture, fixtures and fittings are re-set and room supplies replenished or replaced as required.			
	9. Pests are identified and appropriate action taken for reporting and removal.			
	10. Guest items left in vacated rooms are collected and stored in accordance with organisational policies and procedures.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	11. Room defects, damaged fixtures or fittings, or suspicious items or occurrences are identified and reported to appropriate persons for follow up.			
	12. All aspects of room set-up and cleanliness are checked prior to leaving.			
	13. Notification of completion of room preparation is carried out according to organisational policies and procedures.			
	14. Negative environmental impacts are reduced through efficient use of water, energy and other resources.			
	15. Waste and hazardous substances are disposed of appropriately to minimise negative environmental impacts.			
	16. Equipment and trolley is cleaned and stored in designated area ready for re-use in accordance with organisational workplace health and safety policies and procedures.			
	17. Stock of cleaning and guest room supplies is checked and re-ordered according to organisational policies and procedures.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Appropriate equipment, cleaning agents and procedures used for cleaning all areas of guest rooms.			
	2. Organisational requirements and standards for presentation of guest rooms.			

	3. Organisational policies and procedures relating to workplace health and safety.			
	4. Common workplace hazard and risk control measures.			
	5. Purpose and appropriate use of personal protective equipment.			
	6. Safe manual handling techniques.			
	7. Security and safety requirements when carrying out duties in guest rooms.			
	8. Cleaning practices and procedures that minimise hygiene risks.			
	9. Organisational policies and procedures relating to laundering of guest room linen.			
	10. Common pests found in guest rooms and procedures for removal.			
	11. Methods of minimising environmental impacts during the cleaning process.			
	12. Safe handling and disposal procedures for hazardous substances.			
	13. Organisational policies and procedures for dealing with guest items left in vacated rooms.			
	14. Organisational policies and procedures for reporting room defects, damaged fixtures or fittings, or suspicious items or occurrences.			
	15. Organisational policies and procedures for safe storage of cleaning equipment and cleaning agents.			

	16. Organisational policies and procedures for re-ordering stock of cleaning and guest room supplies.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THCMM17001 Communicate effectively with colleagues and customers			
Application	This occupational standard specifies the skills and knowledge required to communicate in the workplace with colleagues and customers from a range of social and cultural groups and to effectively resolve conflict.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Appropriate modes of communication are identified and used, relevant to the job task and the parties involved.			
	2. Communication equipment is used effectively and in accordance with organisational policies and procedures.			

	3. Written, verbal and visual communication with colleagues and customers is carried out in a clear and professional manner.			
	4. Individual social and cultural differences are considered and respected.			
	5. Appropriate voice tonality and volume is used when communicating verbally.			
	6. Information and instructions are clarified using open and closed questioning and active listening techniques.			
	7. Written communications are completed clearly, concisely and accurately.			
	8. Gestures and visual communication methods are used effectively.			
	9. Non-verbal cues are noted and responded to appropriately.			
	10. Requests for information from colleagues or customers are responded to promptly, providing an appropriate level of detail.			
	11. Appropriate precautions are taken when communicating confidential or sensitive information.			
	12. Situations with the potential for conflict are identified and nature and details of the conflict established and agreed by all parties.			

		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	13. Options to resolve conflict are investigated and evaluated and optimum solution implemented in accordance with organisational policies and procedures.			
	14. Social and cultural issues that may cause conflict or misunderstanding are identified and addressed swiftly and tactfully.			
	15. Unresolved issues are escalated to the appropriate persons for follow-up and action in accordance with organisational policies and procedures.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational policies and procedures relating to workplace communication.			
	2. Modes and styles of communication and their characteristics and features.			
	3. Types of equipment used to facilitate communication with colleagues and customers.			
	4. Basic principles of effective written, verbal, non-verbal and visual communication.			
	5. Awareness of social and cultural differences that occur in the workplace.			
	6. Challenges in communicating with people from Culturally and Linguistically Diverse backgrounds and strategies to respond.			
	7. Techniques for effective and appropriate communication between team members.			

	8. Barriers to communication and methods to avoid or resolve them.			
	9. Organisational policies and procedures for dealing with confidential or sensitive information.			
	10. Processes for identifying situations where potential conflict exists.			
	11. Appropriate problem solving and conflict resolution techniques.			
	12. Organisational policies and procedures for escalation of unresolved issues.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.			

Title	THCMM17002 Work effectively in a team
Application	This occupational standard specifies the skills and knowledge required to work effectively with colleagues in a team and deal appropriately with issues, problems and conflict.

Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Relevant team members are identified and consulted regarding team goals, plans and objectives.			
	2. Team members are encouraged to take part in planning, decision making and operational tasks within scope of own role.			
	3. Roles and responsibilities are allocated to team members and individual tasks and contribution to team goals are identified and actioned appropriately.			
	4. Interactions between team members are carried out in a professional and courteous manner, recognising and respecting cultural differences within the team.			
	5. Team members work cooperatively to assist each other in undertaking roles and responsibilities, while also taking responsibility for own work.			
	6. Information is shared between team members to enhance work outcomes.			
	7. Resourcing requirements to achieve goals are identified and sufficient resources allocated.			

	8. Barriers to achieving goals are identified as a team and individually and required actions taken to reduce impact.			
	9. Constructive feedback is provided to team members and acted upon to enhance work outcomes.			
	10. Issues, problems and conflict between team members are identified when they occur.			
	11. Team members work collaboratively to address issues, problems or conflict to minimise impact on goal attainment, or refer to the appropriate persons for resolution.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational goals, plans and objectives relevant to the team.			
	2. Range of roles and responsibilities undertaken to achieve team goals.			
	3. Range of resources available to assist in goal attainment.			
	4. Organisational expectations with regard to successful attainment of goals.			
	5. Techniques for effective and appropriate communication between team members.			
	6. Range of cultural differences that may be encountered in work teams and appropriate responses.			

	7. Commercial impact of effective work teams.			
	8. Common internal and external barriers to goal attainment and strategies and actions to reduce impact on work outcomes.			
	9. Techniques for planning and monitoring progress toward goal attainment.			
	10. Principles of group dynamics and techniques for motivation and negotiation.			
	11. Techniques for providing constructive feedback to team members.			
	12. Appropriate problem solving and conflict resolution techniques.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHSH17002 Apply hospitality workplace hygiene principles			
Application	This occupational standard specifies the skills and knowledge required to use personal hygiene practices to maintain the wellbeing of self and others in hospitality service environments.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Personal hygiene and grooming is checked and maintained in preparation for work.			
	2. Personal cleanliness is checked and adjusted as required during workplace activities.			
	3. Cleanliness and suitability of any required uniform or personal protective equipment is checked and adjusted as required during workplace activities.			
	4. Organisational policies and procedures for hygienic personal contact during work activities are followed.			
	5. Workplace hygiene hazards are identified and addressed within the scope of own role and unresolved hazards are reported to appropriate persons.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?

	1. Reasons for maintaining personal hygiene in the workplace.			
	2. Common methods of transferring micro-organisms and spreading airborne and infectious diseases and illness to self and others.			
	3. Appropriate personal hygiene practices to implement prior to and during service periods.			
	4. Purpose and appropriate use of personal protective equipment.			
	5. Organisational policies relating to workplace hygiene standards.			
	6. Organisational policies, procedures and templates for addressing and reporting workplace hygiene hazards.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?
	No licensing, certification or regulatory requirements apply to this Standard.			

Title	THHSH17001 Follow workplace health and safety procedures			
Application	This occupational standard specifies the skills and knowledge required to follow pre-determined health safety and security procedures to incorporate safe work practices into daily workplace activities. It includes identification of workplace hazards and responding to associated risks.			
Skills Statements		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational workplace health and safety procedures are followed and incorporated into own workplace activities.			
	2. Personal protective equipment and clothing is used as required when carrying out workplace activities.			
	3. Safety directions of appropriate persons and workplace safety signage are observed and complied with.			
	4. Organisational policies and procedures for identifying, preventing and reporting actual and potential health and safety hazards are followed.			
	5. Organisational policies and procedures for identifying and controlling risks within scope of own role and responsibilities are followed.			
	6. Emergency procedures within the scope of own role and responsibilities are followed when required.			

	7. Feedback is provided to appropriate persons on areas of workplace health and safety that require improvement.			
Knowledge Statement		Included in [economy] competency/ies	Missing from [economy] competency/ies	If included, in which competency/ies is it present?
	1. Organisational policies and procedures relating to workplace health and safety.			
	2. Common workplace hazard and risk control measures.			
	3. Purpose and appropriate use of personal protective equipment.			
	4. Organisational policies, procedures and templates for recording hazard identification, risk assessment and reporting incidents.			
	5. Organisational policies and procedures for responding to emergency situations.			
	6. Relevant regulation and legislation that may apply to workplace health and safety.			
Certification		No licensing, certification or regulatory requirement is required to undertake these tasks in [economy]	Yes there is licensing, certification or regulatory requirements required to undertake these tasks in [economy]	If yes, what licensing, certification or regulatory requirement is required?

	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.		

Appendix C Draft Infection Control Standard

Version reflects that submitted to the Australian Government Department of Education. Currently awaiting formal adoption by APEC HRWRG.

Occupational Standard Title:	Apply infection prevention and control practices in the workplace THHOSXXXX
Application/ Descriptor	This occupational standard specifies the skills and knowledge required to apply infection prevention and control practices when carrying out daily activities in the workplace. This includes the use of personal protective equipment, implementation of cleaning, disinfection and physical distancing protocols and risk mitigation processes.
	The following describes the essential skills and knowledge required for this occupational standard.
Skills Statement	1. Workplace activities are carried out in accordance with relevant legislation, regulations and organisational policies and procedures for infection prevention and control. 2. Personal protective equipment is used when preparing for and carrying out workplace activities, according to organisational policies and procedures. 3. Personal hygiene practices are implemented before, during and after workplace activities take place. 4. Infection prevention measures are implemented to support safety of self, colleagues and customers in the workplace. 5. Infection risks and hazards in the workplace are identified and a risk assessment undertaken, according to organisational policies and procedures and scope of own job role. 6. Control measures to minimise risk and manage hazards are implemented and maintained. 7. Appropriate equipment, cleaning agents and techniques are used to clean and disinfect commercial areas, surfaces and equipment according to manufacturer's instructions and organisational policies and procedures relating to infection prevention and control. 8. Waste and hazardous substances are disposed of according to organisational policies and procedures, in order to minimise infection risk. 9. Breaches in infection control are identified promptly and reported according to organisational policies and procedures.
Knowledge Statement	1. Relevant legislation, regulations and organisational policies and procedures relating to infection prevention and control. 2. Purpose and use of personal protective equipment relevant to job role. 3. Personal hygiene practices and their techniques that should be implemented before, during and after carrying out workplace activities. 4. Causes of infection and means of transmission, including direct and indirect contact. 5. Workplace hazard management and risk control measures relevant to infection prevention and control. 6. Organisational policies and procedures for recognising, reporting and mitigating infection control risks and hazards. 7. Workplace cleaning and disinfection equipment, practices and procedures used to minimise infection risks.

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	8. Safe handling and disposal procedures for infectious waste and substances. 9. Organisational policies and procedures for reporting breaches in infection control and parties to whom reports must be made.
Responsibility Statement	Work is performed independently, at all skill levels.
Certification	Licensing, certification or regulatory requirements may apply to this Standard and can vary between economies.
Date	Final Draft: December 2022