



Clean and maintain industrial work area and equipment

D1.HHK.CL3.07

Assessor Manual



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& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audio tapes
- Case studies
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of two - three Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]).

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their C/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing Checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

Prior to the assessment I have:	Tick (✓)	Remarks
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place.

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X.

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment.*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment.*
 - You are required to compile information in a format that you feel is appropriate to the assessment.
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants complete work projects in the most appropriate format
- Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- I will give you feedback at the end of the assessment.
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
- Complete Assessment Record for the Oral Questioning by:
 - Ticking C or NYC, as appropriate
 - Entering ‘Remarks’ as required
 - Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines.

- Familiarise self with Questions and Answers provided.
- Print and distribute copies of ‘Written Questions’ for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date.
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a ‘X’ is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment.

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: CLEAN AND MAINTAIN INDUSTRIAL WORK AREA AND EQUIPMENT	NOMINAL HOURS: 40
UNIT NUMBER: D1.HHK.CL3.07	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to clean and maintain industrial work areas and equipment within a housekeeping context.	
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1: Identify cleaning and maintenance requirements</p> <p>1.1 Identify <i>work areas to be cleaned and maintained</i></p> <p>1.2 Identify <i>work equipment to be cleaned and maintained</i></p> <p>1.3 Identify and locate <i>instructions in relation to cleaning and maintenance</i></p> <p>Element 2: Clean industrial work areas</p> <p>2.1 Assess <i>area to be cleaned</i></p> <p>2.2 Select appropriate <i>cleaning equipment and chemicals</i></p> <p>2.3 Select the <i>protective clothing and equipment</i> to be used</p> <p>2.4 <i>Prepare the area</i></p> <p>2.5 Undertake <i>the selected cleaning process</i></p> <p>2.6 <i>Dispose of waste</i></p> <p>2.7 <i>Return area to operational condition</i></p> <p>2.8 <i>Clean, check and store cleaning equipment and chemicals</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that undertake in-house provision of cleaning and maintenance of industrial work areas and equipment within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Housekeeping</p> <p><i>Work areas to be cleaned and maintained</i> may include walls, floors, windows and ceilings of:</p> <ul style="list-style-type: none"> • Internal work areas, including offices, foyers, entertainment facilities, kitchen facilities, functions areas and back-of-house facilities • External work areas, including parking areas, maintenance facilities, driveways, footpaths and roofs of buildings.

Element 3: Clean industrial work equipment

- 3.1 Assess *suitability of equipment for cleaning*
- 3.2 Select appropriate cleaning equipment and chemicals
- 3.3 Select the protective clothing and equipment to be used
- 3.4 *Prepare equipment for cleaning*
- 3.5 *Clean equipment as identified*
- 3.6 Tidy work site
- 3.7 Dispose of waste
- 3.8 Clean, check and store cleaning equipment and chemicals

Element 4: Maintain industrial work areas and equipment

- 4.1 Identify *maintenance tasks* to be undertaken
- 4.2 *Perform maintenance tasks*, as required
- 4.3 *Report problems and faults* that require additional attention
- 4.4 *Store maintenance items and equipment*
- 4.5 Perform required *administrative tasks*
- 4.6 Assist in *special projects*, where required
- 4.7 *Liaise with external contractors*

Equipment to be cleaned and maintained may include:

- Back-of-house items
- Front-of-house items
- Cleaning in place (CIP) equipment.

Instructions in relation to cleaning and maintenance may include:

- Manufacturer's instructions
- Job safety analysis sheets
- Scheduled maintenance sheets
- Work instructions and work orders
- Safety advice
- Material safety data sheets
- Specific cleaning instructions
- Instructional guides
- Operation manuals
- Standard operating procedures
- Specifications.

Assess area may include:

- Identifying cleaning techniques to be applied
- Identifying access, including timing and physical access elements
- Evaluating options
- Identifying soil type
- Confirming condition of area to be cleaned

- Assessing damage to the area and evaluating its impact on cleaning activities
 - Reporting issues that need to be addressed by other personnel, including internal and external personnel.
- Cleaning equipment* may include:
- Pressure and high pressure washers
 - Steam cleaners
 - Ride-on equipment, including scrubber dryers, sweepers and combination units
 - Floor polishers, burnishers and buffers
 - Portable spotters/extractors
 - Industrial vacuum cleaners, including wet and dry
 - Vacuum litter collectors and blowers
 - High speed surface cleaners
 - Mops and brooms
 - Buckets
 - Cloths and dusters
 - Pans
 - Garbage receptacles.
- Chemicals* may include:
- Acid cleaners and brighteners
 - Bowl cleaners
 - Carpet care products
 - Rust inhibitors, phosphatizers and rinse additives

- Detergents of all types and strengths including pre-treatment agents
- Emulsion cleaners, including drain cleaners, degreasers
- Floor cleaners
- Powdered and liquid chemicals
- Solvent cleaners
- Steam cleaners.

Protective clothing and equipment may include:

- Overalls
- Jackets
- High visibility vests/clothing
- Aprons
- Safety shoes and boots
- Ear muffs and ear plugs
- Goggles and masks
- Gloves and gauntlets
- Waterproof clothing and footwear
- Respirators
- Headwear, helmets and hair nets
- Weather protection.

Prepare the area may include:

- Placement of physical barriers and safety signage
- Moving and/or removing equipment, items and fittings

- Notifying other staff and/or patrons
- Cooperating with others to minimise interruption
- Covering equipment, items, etc with protective material, drop cloths, etc
- Identifying and complying with relevant in-house policies, procedures or other emerging needs.

The selected cleaning process may include:

- Sweeping, including manual, walk-behind and ride-on
- Vacuuming, including wet and dry
- Hosing down, including pressure and high-pressure washing
- Air blowing
- Scrubbing, washing, wiping, spot cleaning, rinsing and pre-spraying
- Stripping, re-sealing and polishing
- Blasting, including sand, water, steam, powder and dry ice
- Specific removal procedures for items such as graffiti, gum, grease and oil
- Mopping, including wet and dry
- High level cleaning
- Wet and dry area cleaning.

Dispose of waste may include:

- Flushing cleaning chemicals from areas
- Capturing waste created as part of the cleaning process
- Alignment with enterprise policies and procedures
- Compliance with local legislation and regulations
- Observing environmental sensitivity issues

- Using external registered and certified waste disposal contractors.

Return area to operational condition may include:

- Replacing items that were moved back into original position
- Replacing items into designated positions as identified by work orders
- Cooperating with other staff to establish a suitable operational area at the start of shift/trade
- Removing barriers and signage
- Opening the site/area for staff and public access, as appropriate
- Notifying relevant supervisors of operational readiness of area.

Clean, check and store cleaning equipment and chemicals may include:

- Cleaning equipment that has been used
- Cleaning personal protective equipment and clothing that has been used, as appropriate
- Conduct safety checks on equipment
- Undertaking basic preventative maintenance and basic repairs on equipment
- Storing equipment in accordance with enterprise requirements
- Storing chemicals in accordance with legislated requirements of the host country and enterprise requirements
- Replenishing consumables.

Assess suitability of equipment for cleaning may include:

- Identifying cleaning techniques to be applied
- Identifying access, including timing and physical access elements
- Evaluating options

- Confirming condition of area to be cleaned
 - Assessing damage to the area and evaluating its impact on cleaning activities
 - Reporting issues that need to be addressed by other personnel, including internal and external personnel.
- Prepare equipment for cleaning may include:*
- Confirming and re-assessing hazards
 - Controlling identified risks, including turning power off, isolating equipment and tagging out
 - Erecting safety signage and barriers to warn public and prevent unauthorized access
 - Covering and securing other items and equipment, as appropriate
 - Identifying supplementary work restrictions that apply to individual jobs in individual circumstances.
- Clean equipment may include:*
- Preparing heavily soiled areas in accordance with manufacturer's instructions and enterprise requirements
 - Using appropriate cleaning techniques, equipment and chemicals to remove the identified dirt
 - Protecting against over-spray
 - Ensuring equipment switches and settings are not changed during the cleaning process
 - Using appropriate extension tools to reach difficult places
 - Dismantling equipment in accordance with manufacturer's instructions or work sheets
 - Complying with identified and required cleaning activities, including

	<p>cleaning of nominated areas within/on the equipment</p> <ul style="list-style-type: none">• Inspecting equipment for residual spots, marks and soil• Undertaking remedial cleaning and supplementary spot cleaning, as required. <p><i>Maintenance tasks</i> can apply to industrial work areas and industrial equipment and may include:</p> <ul style="list-style-type: none">• Routine maintenance tasks• Simple repairs• Painting and re-decorating• Adjustments to equipment to compensate for operational issues and can be identified via:<ul style="list-style-type: none">▪ Manufacturer's instructions▪ Scheduled maintenance sheets▪ Requests for maintenance▪ Personal observation▪ Feedback from employees and members of the public. <p><i>Perform maintenance tasks</i> may include:</p> <ul style="list-style-type: none">• Responding promptly to requests for maintenance• Selecting and using appropriate safety equipment• Carrying out maintenance tasks according to required schedules and priorities• Minimising disruption to customers and operational needs• Enclosing and/or isolating the work area to enhance safety.
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Report problems and faults may include:

- Providing written and verbal reports
- Describing the location and type of problem fault, including identification of site/equipment, explaining potential for damage and/or injury, prioritizing need, suggesting action that needs to be taken.

Store maintenance items and equipment may include:

- Counting items back into store
- Storing equipment, etc into designated areas
- Replenishing consumables that have been used
- Requisitioning additional materials, equipment and items needed.

Administrative tasks may include:

- Completing work report/forms
- Calculating cost of materials used
- Updating scheduled maintenance sheets
- Forwarding documentation to the relevant personnel and/or departments.

Special projects may include:

- Introduction and installation of new equipment into the workplace
- Bringing new equipment on-line
- Removing old equipment from the workplace
- Participating in scheduled preventative maintenance programs
- Participating in major scheduled services.

Liaise with external contractors may include:

- Providing advice to external contractors regarding previous performance of equipment
- Identifying feeds, supplies, contacts, utilities and other workplace information regarding the item being serviced/maintained
- Assisting in carrying, loading and general duties.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- The enterprise's policies and procedures in regard to cleaning and maintenance of work areas and equipment including occupational health and safety requirements
- The occupational health and safety requirements of the host country as they apply to cleaning and maintenance duties
- The occupational health and safety requirements of the host country relating to cleaning agents and chemicals, including required signage and documentation
- Ability to use general maintenance techniques, tools and equipment
- Principles of scheduled and preventative maintenance
- Environmental principles and host country legislation regarding waste disposal, including the disposal of chemicals
- Ability to use industrial cleaning equipment and techniques
- Reporting requirements relating to cleaning and maintenance
- The role of external third party providers, including cleaners and maintenance providers.

Linkages To Other Units

- Clean public areas, facilities and equipment
- Clean and prepare rooms for in-coming guests
- Clean premises and equipment
- Establish and maintain a safe and secure workplace
- Maintain the safety of premises and personnel
- Implement occupational health and safety procedures
- Follow safety and security procedures.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to cleaning and maintenance of work areas and equipment, including occupational health and safety requirements
- Demonstrated ability to apply at least three nominated cleaning activities to designated industrial work areas and equipment in a safe and effective manner
- Demonstrated ability to provide at least three nominated basic maintenance activities to designated industrial work areas and equipment in a safe and effective manner.

Context of Assessment

Assessment must ensure:

- Practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge; and it is related to the individual's work area, or area of responsibility.

Resource Implications

Training and assessment must include access to a real or simulated workplace; and access to actual workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Evaluation of completed cleaning and maintenance activities against established criteria
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Read instructions and labels, cleaning schedules, maintenance requirements
Communicating ideas and information	1	Report maintenance needs and cleaning issues to others
Planning and organising activities	2	Schedule cleaning and maintenance activities
Working with others and in teams	1	Liaise with staff to address identified needs and problems; undertake cleaning activities to support emerging workplace demands
Using mathematical ideas and techniques	1	Calculate quantities of chemicals required for cleaning
Solving problems	2	Provide responses to address identified work area and equipment maintenance needs
Using technology	1	Operate cleaning equipment and repair tools

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Clean and maintain industrial work area and equipment D1.HHK.CL3.07
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Competent 'C' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	C	NYC
1. What work areas are likely to require cleaning in your industry/workplace?	<input type="checkbox"/>	<input type="checkbox"/>
2. What equipment would you be required to use when cleaning in your industry/at your workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
3. What (types of) 'instructions' might you be required to comply with when cleaning in your workplace/industry?	<input type="checkbox"/>	<input type="checkbox"/>
4. What factors would you take into account when assessing an area to be cleaned?	<input type="checkbox"/>	<input type="checkbox"/>
5. What cleaning agents/chemicals might you use (and for what purposes) when cleaning in your industry/workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
6. What protective equipment and/or clothing should be available to you when cleaning? Give me three examples of times when you would wear/use this protective clothing and/or equipment?	<input type="checkbox"/>	<input type="checkbox"/>
7. What is/might be involved in preparing an area for cleaning?	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify a cleaning task: describe how you would perform the required work to clean the area and what chemicals/cleaning agents and equipment you would use.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
9. Tell me how you would dispose of waste accumulated as part of cleaning processes involving vacuum cleaning soft surfaces.	<input type="checkbox"/>	<input type="checkbox"/>
10. It is expected cleaners return the areas they have cleaned to 'operational condition' at the end of the cleaning process: what is meant by – and what is involved in – returning an area to operational condition?	<input type="checkbox"/>	<input type="checkbox"/>
11. What checks would you make of cleaning agents/chemicals after use, before returning them to storage?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
12. You are about to use a floor polisher: what checks would you make of this piece of equipment before using it?	<input type="checkbox"/>	<input type="checkbox"/>
13. What chemicals would be involved in cleaning a piece of food preparation equipment in the kitchen?	<input type="checkbox"/>	<input type="checkbox"/>
14. What personal protective equipment and/or clothing would you use/wear when cleaning toilets?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
15. You are about to clean a large oven in the kitchen: what would you do to optimise personal safety before you start the cleaning process?	<input type="checkbox"/>	<input type="checkbox"/>
16. Describe how you would clean a vacuum cleaner to make sure it ready for use.	<input type="checkbox"/>	<input type="checkbox"/>
17. Why is it important to tidy the work site when you have finished cleaning an area/item?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
18. How should waste water containing residual chemicals and dirt be disposed after (for example) wet mopping a floor?	<input type="checkbox"/>	<input type="checkbox"/>
19. What checks would you make on a dry vacuum cleaner after use and before returning it to store?	<input type="checkbox"/>	<input type="checkbox"/>
20. How can you identify the maintenance tasks that need to be undertaken to help maintain industrial work areas and equipment?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
21. You have been asked to perform a maintenance task and you are not sure about how to do it/what to do: how should you respond to this situation?	<input type="checkbox"/>	<input type="checkbox"/>
22. You have identified a problem/fault with the high-pressure hose when using it to clean the outside walkways: how should you report the issue and who should you report it to?	<input type="checkbox"/>	<input type="checkbox"/>
23. List three requirements that should always apply to the storage of cleaning equipment, chemicals and materials.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
24. What administrative tasks commonly apply to providing cleaning services to industrial areas and equipment in a property/venue?	<input type="checkbox"/>	<input type="checkbox"/>
25. How might you be required to assist in the major scheduled servicing of large areas/large items of equipment?	<input type="checkbox"/>	<input type="checkbox"/>
26. An external company has been called to service an item of cleaning equipment that is not working properly: how might you liaise with the service technician to facilitate repairs?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Clean and maintain industrial work area and equipment – D1.HHK.CL3.07

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. You discover a public toilet has been vandalised. Two toilet pans are broken and there is water on the floor, one door is hanging from its hinges and several light fittings have been broken. Formulate a plan to rectify this situation and renew the area.

2. Define the term “maintenance”

3. List four reasons why we clean.

4. List five back of house areas that will need cleaning.

5. Identify five items that would require cleaning in an office.

6. If a bar area is open from 5pm to midnight on Tuesday to Saturday, when would you clean it?

7. List three different types of hard floors that you would be required to clean.

8. Explain briefly what is meant by frequency of cleaning.

9. What is a job schedule?

10. How can you find out how to operate a specific piece of cleaning equipment if you have forgotten?

11. Select the correct cleaning chemicals that you would need to clean a toilet block. Explain the reasons for your choice.

12. Which cleaning methods would you use in the cleaning of the toilet block?

13. What action should you take before cleaning a piece of equipment?

14. What are the safety issues in removing a broken glass on the bar floor and a used syringe located in the elevator?

15. What would you do if you find a blocked toilet?

16. What items should you carry on your cleaners' trolley?

17. Explain the use of abrasive cleaners.

18. List six precautions you should take when handling cleaning chemicals.

19. For which cleaning tasks would you wear rubber gloves?

20. Which items are classified as dry waste?

21. Explain the use of a rubbish compactor unit.

22. When you have finished your cleaning tasks for the day, how should you store your cleaning equipment?

23. Give three examples of preventative maintenance.

24. Explain the different ways that maintenance issues can be reported on a daily basis.

25. Name four safety precautions you would take when using a ladder.

26. Name the pieces of protective clothing you would wear if you were welding.

27. You discover a public toilet has been vandalised. Two toilet pans are broken and there is water on the floor, one door is hanging from its hinges and several light fittings have been broken. Formulate a plan to rectify this situation and renew the area.

28. Why is it important to keep a record of all maintenance consumables?

29. List six different types of records that a Maintenance Manager would keep.

30. If the hotel planned to replace the main dishwasher in the kitchen, how would you plan for this?

31. What are the advantages and disadvantages of using outside contractors?

32. Give at least five examples of the types of contractors you may use in a hotel environment.

33. How would you plan to replace all air conditioning valves in 25 rooms on the 18th floor?



Answers to Written Questions

Clean and maintain industrial work area and equipment – D1.HHK.CL3.07

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

- 1. You discover a public toilet has been vandalised. Two toilet pans are broken and there is water on the floor, one door is hanging from its hinges and several light fittings have been broken. Formulate a plan to rectify this situation and renew the area.**

Cleaning is the removal of all visible soil in an approved way with the use of mechanical and chemical action or both, so that all areas are cleaned and sanitised to a high standard.

- 2. Define the term “maintenance”**

Maintenance is the upkeep of all furniture, fittings and equipment to an exacting standard within the property so that all areas look consistently new and pristine.

- 3. List four reasons why we clean.**

Health regulations prolong the life of fixtures and fittings, guest experience, to maintain a safe and clean environment.

- 4. List five back of house areas that will need cleaning.**

Any of the following:

- Staff Locker Rooms
- Staff Toilet Areas
- Uniform Issue Room
- Linen Room
- Hotel Laundry
- Staff cafeteria
- Staff Lifts
- Storerooms
- Offices
- Tea Rooms
- Back of House corridors
- Staff Accommodation (where applicable)
- Kitchens
- Dispense bars
- Cold rooms
- Meeting Rooms
- Loading dock
- Training Room
- Rubbish Compactor rooms
- Recycling area

5. Identify five items that would require cleaning in an office.

Any of the following:

- Carpet
- Chairs
- Desk
- Filing cabinet
- Telephone
- Computer
- Rubbish bin
- Desk lamp
- Walls
- Ceiling
- Air vents
- Picture frames
- Refrigerator
- Coffee table
- Flower vase
- Wall heater
- Cupboards and shelves

6. If a bar area is open from 5pm to midnight on Tuesday to Saturday, when would you clean it?

The bar would be cleaned anytime from midnight up to 5pm on Tuesday to Saturday but it could be cleaned on Sunday after service and then from Wednesday until Saturday.

7. List three different types of hard floors that you would be required to clean.

Granite, wood, marble, granite, vinyl, slate, terrazzo, clay tiles, concrete and rubber.

8. Explain briefly what is meant by frequency of cleaning.

Daily clean. These are tasks that need to be done at least once daily. Some areas and items will need to be cleaned several times per day e.g. Public toilets

- Task of the day. The supervisor may instruct you on a specific task of the day that requires extra attention e.g. you may be instructed today to clean all door frames and their surrounds whilst tomorrow you may need to pay special attention to all chair legs. This ensures that all miscellaneous tasks are attended to, as and when needed
- Weekly clean. These are areas or items that need to be cleaned weekly. This may be scheduled on certain days of the week e.g. Monday; clean the West Wing windows internally, Tuesday; clean the East Wing windows internally, Wednesday; clean lift grills on floors 8-14 on lifts 9 and 10
- Team Cleaning. This means that there will be a team of people each with their own task working in the same area at once e.g. In a public toilet area one person would clean all the toilet cubicles whilst another will clean all the wash hand basins followed lastly by somebody to clean all the floors. Team cleaning is rare in hotels but in large entertainment venues or offices this practice is common. This will save all cleaners having to carry all pieces of cleaning equipment, instead just carrying the equipment they will need for their specific tasks
- Periodic cleaning. Tasks that are done on a regular periodic basis such as deep cleaning of carpets and upholstery, cleaning of chandeliers or windows. This cleaning will be planned and may involve at times using external contractors.

The frequency of cleaning will be determined by the amount of usage and patronage an area experiences.

9. What is a job schedule?

A job schedule is a written plan of where you should be cleaning with approximate times. It will also have a space for you to sign when certain tasks have been completed and a space for you to write down any problems or maintenance issues that need attention.

10. How can you find out how to operate a specific piece of cleaning equipment if you have forgotten?

Each piece of electrical cleaning equipment will have either an instruction manual or a task description sheet. If you have not been trained to use a certain piece of equipment, then you should tell your supervisor. NEVER use a machine that you are not trained to use. You could harm yourself and the item you are cleaning and you could also damage the machine through incorrect handling.

If you have been trained to use the equipment, the instruction manual or task description will remind you how to use it. Always refer to it if you are unsure or have forgotten.

11. Select the correct cleaning chemicals that you would need to clean a toilet block. Explain the reasons for your choice.

Disinfectant, toilet bowl cleaner, abrasive cleaner, glass cleaner and floor cleaning detergent.

12. Which cleaning methods would you use in the cleaning of the toilet block?

Scrubbing, damp wiping, sweeping, mopping and washing.

13. What action should you take before cleaning a piece of equipment?

- Always communicate to all parties when and how the cleaning will take place
- Select any safety equipment that will be required. You may need to rent certain equipment on a short term basis such as mobile scaffoldings
- Follow all safety procedures - use a harness if appropriate
- Select protective clothing (hard hats, face masks, high visibility vests)
- Erect signage and place barriers below the cleaning
- Remove (if possible) or cover any furniture or fittings below to protect them from debris
- Switch off any power if applicable (signage, lights and ceiling fans).

14. What are the safety issues in removing a broken glass on the bar floor and a used syringe located in the elevator.

- Sweep up the broken glass and wrap in thick newspaper before disposal
- Isolate the area where the syringe is located, bring the sharps disposal unit to the location. Wear gloves and pick up with tongs and place the syringe in the container.

15. What would you do if you find a blocked toilet?

- Erect signage and report immediately to the maintenance staff.

16. What items should you carry on your cleaners' trolley?

- Cleaning chemicals
- Cleaning cloths
- Garbage bags
- Bin liners
- Toilet rolls
- Paper towels
- Soap refills
- All necessary cleaning equipment for the tasks being undertaken (mops and buckets)
- Wet floor signs

17. Explain the use of abrasive cleaners.

- An abrasive detergent cleans by scratching. Abrasives are available in paste, powder and liquid form. The abrasive that is used will affect the colour of the product. The abrasives used may be sand, pumice, or marble. Salt is also an effective abrasive if mixed to a paste with lemon juice
- Abrasives are used on heavily soiled surfaces in bathrooms, kitchens and tarnished metals
- Abrasives should be used sparingly as continual use will degrade a surface over time making it harder to clean
- Abrasives may also contain solvents to help remove grease, chlorine to whiten and silicone to form a protective coating after cleaning
- Abrasives should not be used on certain surfaces like flat paint, plastics, glass and wood as they will surely damage the appearance of the surface. They are used mainly on ceramic surfaces in bathrooms or on stainless steel
- If they are used in toilets to remove stubborn stains, then always make sure that they are soluble in COLD water
- Abrasives may leave a white film on surfaces which needs to be well rinsed away
- Abrasives will over time remove the metal from plate metals.

18. List six precautions you should take when handling cleaning chemicals.

- Always read all instructions in relation to the safety features of each chemical and their usage
- Always read the instructions for each chemical so you know what first aid is required in the case of accidents
- Wear the correct protective clothing necessary for the tasks you are performing
- NEVER mix any chemicals
- Use correct handling procedures
- Store correctly as recommended in a secure area
- Report any chemicals accidents or spillages. If there is a spill kit provided, know how to use it
- Know what to do should there be an emergency situation with chemicals
- Clean up minor spillages immediately and know the procedure should there be a very large spill
- Always have the correct chemical in the correct labelled bottle. NEVER use drink containers
- Toilet bowl cleaners should NEVER be used in a spray bottle as accidental spraying may occur. Use the special flip top cap on these bottles
- Always make sure that spray attachments are working correctly
- Always add chemicals to water (not water to chemicals) as this is safer should there be any splash back
- Know where the nearest fire extinguisher is located in case there is a fire
- It is wise to have an eye bath near the chemical store in case of accidents
- NEVER smoke when handling or near to chemicals
- NEVER use chemical drums as seats or instead of ladders!

19. For which cleaning tasks would you wear rubber gloves?

- Decanting chemicals
- Cleaning toilets
- Pressure washing
- Handling rubbish and syringes

20. Which items are classified as dry waste?

The amount of dry waste produced by hotels has been dramatically reduced due to the increase and availability of recycling. There is still dry waste produced such as used paper towels and cigarette butts and food wrappings. This is classified as general rubbish and should be disposed of in garbage bags.

Where you are removing cigarette butts from ashtrays, always ensure that they are not smoldering.

21. Explain the use of a rubbish compactor unit.

When rubbish is placed in to a rubbish compactor, the machine compacts the rubbish into a large storage (compaction) unit. The units grinds and presses the rubbish and when the compaction unit is full, it is transported off-site and replaced with another one by a waste disposal contractor.

The compactor unit needs to be manned to ensure there are no blockages.

Rubbish may also be placed manually into the compactor unit where there is no chute. Some units have a lifting device attached which can lift and empty rubbish bins directly into the unit.

22. When you have finished your cleaning tasks for the day, how should you store your cleaning equipment?

- Clean all equipment including mops, bucket and brooms
- Empty and clean the vacuum cleaner
- Clean the trolley and replace supplies and consumables
- Replenish chemicals
- Tidy and clean the store room

23. Give three examples of preventative maintenance.

- Cleaning of air conditioning filters and exhaust fans
- Oiling machinery
- Tightening of screws
- Oiling locks and door hinges
- Regular servicing of all machinery. This includes items such as cleaning equipment, washing machines and photocopying machines
- Regular servicing of boilers and gas fittings
- Checking gutters and downpipes for leakages, blockages and rust
- Checking roofs for loose or missing tiles
- Checking drains to make sure they are not blocked by inefficient cleaning practices or tree roots
- Regular checking and maintenance of all fire-fighting equipment
- Regular servicing of all elevators.

24. Explain the different ways that maintenance issues can be reported on a daily basis.

- By telephone
- By written request
- By computer

25. Name four safety precautions you would take when using a ladder.

- Never overstretch as you may fall
- Use a ladder that is the correct height for the task at hand and is stable when opened
- Never use a ladder where rungs are missing or where the ground is not flat
- Always open out the ladder to its full width
- Never stand on chairs or other furniture
- Never raise ladders by placing on bricks or similar - get a bigger ladder
- If the ladder is used in a busy area use correct signage to alert people of the potential hazard ahead

26. Name the pieces of protective clothing you would wear if you were welding.

- Leather gloves
- Leather apron
- Helmet with face mask

27. You discover a public toilet has been vandalised. Two toilet pans are broken and there is water on the floor, one door is hanging from its hinges and several light fittings have been broken. Formulate a plan to rectify this situation and renew the area.

- Isolate the area and erect signage
- Tell your supervisor immediately
- Report to maintenance to repair damaged fittings
- Turn off water supply
- When all items are fixed, arrange final clean

28. Why is it important to keep a record of all maintenance consumables?

For re-ordering processes, and also that there are always the required consumables on hand at all times.

29. List six different types of records that a Maintenance Manager would keep.

Any of these:

- Staff rosters including sick days, holidays with all relevant paperwork
- Payroll costs
- Purchase orders for all goods
- Monthly stock take figures of all consumables with cost analysis
- Number of work requests per trade per month
- Any major unplanned projects and costs
- Cost of unexpected repairs
- List of all contractors with all telephone numbers
- Emergency (after hours contacts)
- Water treatment records
- Machinery repairs
- Sewage, water and power costs
- Boiler service records
- Reports from outside government bodies for compliance (fire department, health authorities)

30. If the hotel planned to replace the main dishwasher in the kitchen, how would you plan for this?

- Communicate to all parties when this will happen
- Isolate power and water supply
- Arrange heavy lifting equipment
- Remove old equipment off site
- Modify any drains, pipes or electrical outlets when the machine has been removed
- Clean the area
- Install the new machine
- Test all functions of the machine
- Train all staff in its use

31. What are the advantages and disadvantages of using outside contractors?

Advantages	Disadvantages
<ul style="list-style-type: none"> • The hotel does not have to employ certain trade personnel in order to perform short term work • The contractor will provide specially trained personnel • The use of contracted staff will allow permanent staff to carry out their normal duties • The cost of contractors can be more readily budgeted for • Short term contractors can be used if in house staff are on holidays or absent. 	<ul style="list-style-type: none"> • The contracted personnel may be unfamiliar with the property and may need somebody to assist them to locate power sources and isolation valves • The contractor may not work as part of the team and may have divided loyalties • Contractors may not arrive on time for a scheduled appointment and this may impact on service needs when there is only limited time to perform this function • The contractor may provide different staff each time who will be unfamiliar with the property.

32. Give at least five examples of the types of contractors you may use in a hotel environment.

Any 5 of the following:

- Supply and upkeep of plants
- Pest control
- Washroom Hygiene (supply of sanitary units and urinal sanitising units)
- Refrigeration maintenance
- Laundry equipment maintenance
- Waste contractors
- Window cleaners
- Firefighting equipment maintenance
- Lift maintenance contractors
- Utility contractors
- Water and boiler treatment
- Cleaning equipment maintenance

33. How would you plan to replace all air conditioning valves in 25 rooms on the 18th floor?

- Communicate with both Housekeeping and Front Office to determine when it would be possible to have access to all these rooms for the length of time needed to complete this work (do we need all the rooms at once or just a few each day?)
- Co-ordinate with the outside contractors to complete this work
- Cover all furniture in the immediate area in each room where the work will take place to prevent any unnecessary mess
- Communicate when rooms are complete so that they can be cleaned and sold.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Clean and maintain industrial work area and equipment D1.HHK.CL3.07
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Identify cleaning and maintenance requirements b) Clean industrial work areas c) Clean industrial work equipment d) Maintain industrial work areas and equipment 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Identify cleaning and maintenance requirements		
Identify work areas to be cleaned and maintained	<input type="checkbox"/>	<input type="checkbox"/>
Identify work equipment to be cleaned and maintained	<input type="checkbox"/>	<input type="checkbox"/>
Identify and locate instructions in relation to cleaning and maintenance	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: Clean industrial work areas		
Assess area to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate cleaning equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Select the protective clothing and equipment to be used	<input type="checkbox"/>	<input type="checkbox"/>
Prepare the area	<input type="checkbox"/>	<input type="checkbox"/>
Undertake the selected cleaning process	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of waste	<input type="checkbox"/>	<input type="checkbox"/>
Return area to operational condition	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store cleaning equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Clean industrial work equipment		
Assess suitability of equipment for cleaning	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate cleaning equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Select the protective clothing and equipment to be used	<input type="checkbox"/>	<input type="checkbox"/>
Prepare equipment for cleaning	<input type="checkbox"/>	<input type="checkbox"/>
Clean equipment as identified	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of waste	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store cleaning equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>

Element 4: Maintain industrial work areas and equipment		
Identify maintenance tasks to be undertaken	<input type="checkbox"/>	<input type="checkbox"/>
Perform maintenance tasks, as required	<input type="checkbox"/>	<input type="checkbox"/>
Report problems and faults that require additional attention	<input type="checkbox"/>	<input type="checkbox"/>
Store maintenance items and equipment	<input type="checkbox"/>	<input type="checkbox"/>
Perform required administrative tasks	<input type="checkbox"/>	<input type="checkbox"/>
Assist in special projects, where required	<input type="checkbox"/>	<input type="checkbox"/>
Liaise with external contractors	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Clean and maintain industrial work area and equipment D1.HHK.CL3.07		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Identifies work areas and equipment to be cleaned and maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and locates instructions in relation to cleaning and maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses area to be cleaned and suitability of cleaning equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects appropriate cleaning equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects protective clothing and equipment to be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares area and equipment for cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertakes selected cleaning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disposes of waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tidies and returns area to operational condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans, checks and stores cleaning equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and performs maintenance tasks to be undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports problems and faults requiring additional attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores maintenance items and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs required maintenance-related administrative tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assists in special projects, where required and liaises with external contractors in the repair/servicing of cleaning equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Clean and maintain industrial work area and equipment	D1.HHK.CL3.07
Date assessment commenced		
Date assessment finalised		
Assessment decision	Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Identify cleaning and maintenance requirements						
Identify work areas to be cleaned and maintained						
Identify work equipment to be cleaned and maintained						
Identify and locate instructions in relation to cleaning and maintenance						
Element 2: Clean industrial work areas						
Assess area to be cleaned						
Select appropriate cleaning equipment and chemicals						
Select the protective clothing and equipment to be used						
Prepare the area						
Undertake the selected cleaning process						
Dispose of waste						
Return area to operational condition						
Clean, check and store cleaning equipment and chemicals						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Clean industrial work equipment						
Assess suitability of equipment for cleaning						
Select appropriate cleaning equipment and chemicals						
Select the protective clothing and equipment to be used						
Prepare equipment for cleaning						
Clean equipment as identified						
Tidy work site						
Dispose of waste						
Clean, check and store cleaning equipment and chemicals						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 4: Maintain industrial work areas and equipment						
Identify maintenance tasks to be undertaken						
Perform maintenance tasks, as required						
Report problems and faults that require additional attention						
Store maintenance items and equipment						
Perform required administrative tasks						
Assist in special projects, where required						
Liaise with external contractors						

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
AID** 