



Launder linen and guests' clothes

D1.HHK.CL3.05

Assessor Manual



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Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writer: Barbara Sargeant
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, Jirayu Thangcharoensamut

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Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard	11
Oral Questions	25
Written Questions	35
Answers to Written Questions	41
Observation Checklist	49
Third Party Statement	53
Competency Recording Sheet	55

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: LAUNDER LINEN AND GUESTS' CLOTHES	NOMINAL HOURS: 25 hours
UNIT NUMBER: D1.HHK.CL3.05	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to perform the laundering of linen and guests clothes functions required in an on-premises laundry within an accommodation facility.	
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Identify the role of an on-premise laundry <p>1.1 Differentiate between an on-premise laundry and an off-premise laundry</p> <p>1.2 Identify the equipment that may be found in an on-premise laundry</p> <p>1.3 Identify the cleaning agents and chemicals used in an on-premise laundry</p> <p>1.4 Identify the documentation that is used to monitor, control, and charge for items laundered</p> <p>1.5 Identify the linen items that may be laundered in an on-premise laundry</p> <p>1.6 Identify guest clothes that may be laundered in an on-premise laundry</p> <p>1.7 Describe the roles of staff employed in an on-premise laundry</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 operate their own in-house laundering facilities within the labour divisions of the hotel and travel industries and may include:</p> <ul style="list-style-type: none"> 1. Housekeeping <p><i>Differentiate between an on-premise laundry and an off-premise laundry</i> may be related to:</p> <ul style="list-style-type: none"> • Relative advantages of each • Relative disadvantages and limitations of each • Factor to consider when selecting the laundering option for an establishment. <p><i>Equipment</i> in an on-premise laundry may include:</p> <ul style="list-style-type: none"> • Washers/extractors • Washer/dryer • Dryers

1.8 Establish costs associated with operating an on-premise laundry

1.9 Identify *laundry service types* that exist within the industry

Element 2: Collect laundry for laundering

2.1 *Pick-up guest clothes* in accordance with enterprise requirements

2.2 *Pick-up in-house items* in accordance with enterprise requirements

Element 3: Perform laundering functions

3.1 Sort *items* lodged for laundering

3.2 Count *items* lodged for laundering

3.3 Assess stains on items

3.4 Spot clean stains as required

3.5 Identify appropriate *cleaning method* for items

3.6 Operate equipment to achieve intended cleaning result

3.7 Effect *repairs* as required

Element 4: Process laundered items

4.1 Perform post-cleaning laundry activities

4.2 Check results of cleaning and take appropriate additional action, if required

4.3 Process internal records and billing instructions

4.4 Produce necessary internal laundry reports

- Irons
- Folding equipment
- Steam presses
- Bucks
- Spotting gun
- Sorting baskets and shelving
- Heat sealing equipment and roll plastic
- Hangers.

Cleaning agents and chemicals may include:

- Water, impact of quality and temperature
- Alkalies
- Detergents, all types
- Softeners
- Bleaches
- Sours
- Emulsifiers
- Conditioners
- Builders
- Solvents, for dry cleaning
- Mildewcide
- Sequestrants
- Iron control agents

<p>Element 5: Return laundered items</p> <p>5.1 Deliver guest clothes to guests in accordance with enterprise requirements</p> <p>5.2 Deliver in-house items to departments in accordance with enterprise requirements</p>	<ul style="list-style-type: none"> • Spotting agents • Safety requirements in the use and storage of chemicals and cleaning agents • Compliance with manufacturer's instructions. <p><i>Documentation</i> may include:</p> <ul style="list-style-type: none"> • Laundry list • Dry cleaning list • Press only list • Guest request forms • Repair form • Damaged items form • Guest charge form, for posting of charges to guest account • Guest notification form, for advising of problems/issues with guest clothes sent for laundering • Requisitions • Dockets. <p><i>Linen items</i> refer to any internal items that the establishment requires laundered and may include:</p> <ul style="list-style-type: none"> • Uniforms, suits, jackets, slacks, skirts, shirts, blouses, dresses, traditional uniforms, overalls, kitchen uniforms, accessories, such as necktie, scarf, apron • Bed linen, blankets, beds covers, bed skirts, bed pads, pillowcases • Towels, guest-room towels and towels from operational departments, such as tea-towels • Table linen, skirting • Decoration linen • Curtains • Cleaning cloths and swabs.
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	<p><i>Guest clothes</i> may include:</p> <ul style="list-style-type: none">• All manner of male and female clothing• Items forwarded for dry cleaning, cleaning, pressing, repairing• Identification of items that will not/cannot be processed in-house. <p><i>Roles of staff</i> may relate to:</p> <ul style="list-style-type: none">• Collecting and delivering/returning items• Counting and checking items• Sorting• Stain identification• Pre-wash activities• Washing, machine and hand wash• Dry cleaning• Drying• Pressing• Repairing/mending• Folding• Processing documentation and forwarding charges for posting to guest accounts and internal departments. <p><i>Costs</i> may relate to:</p> <ul style="list-style-type: none">• Labour• Equipment• Purchase of linen, uniforms, etc
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	<ul style="list-style-type: none">• Chemicals and cleaning agents• Opportunity cost, that is, revenue foregone by virtue of space required for laundry that cannot be used to generate room, or other revenue. <p>Laundry service types may refer to:</p> <ul style="list-style-type: none">• Express services• Normal services• Urgent services• Involvement of outside agencies/laundries. <p>Pick-up guest clothes may include:</p> <ul style="list-style-type: none">• Verifying items lodged• Checking accompanying documentation• Ensuring room and guest can be identified• Clarifying special requests• Confirming service required• Adhering to advertised pick-up/collection times• Identifying urgency of service required• Transporting items to laundry. <p>Pick-up in-house items may relate to:</p> <ul style="list-style-type: none">• Completion of relevant documentation• Counting and checking items• Liaising with staff regarding stains and damage• Matching pick-up of items with individual department need
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- Identifying need for exchange or replacement of items to enable service to continue
- Transporting items to laundry
- Exchanging clean for dirty
- Topping-up to imprest levels.

Sort items may relate to:

- Sorting by service required
- Sorting by source
- Sorting by urgency
- Sorting by colour/colour fastness
- Sorting by item type
- Sorting by soil and stain
- Sorting by fiber and fabric
- Sorting by laundering method to be applied
- Separation of damaged items
- Checking pockets for contents
- Checking clothing for jewellery.

Count items may relate to:

- Physically checking items against accompanying documentation
- Weighing loads
- Counting baskets.

	<p><i>Assess stains</i> may relate to:</p> <ul style="list-style-type: none">• Visual recognition of colour, appearance, location and identification of stains• Consideration of stain by feel and odour• Liaison with staff and guests to identify stains• Tests to identify stains• Use of charts and tables• Differentiation between emerged stains, absorbed stains and compound stains• Classification of dirt:<ul style="list-style-type: none">▪ Washable dirt▪ Solvent soluble dirt▪ Bleachable dirt. <p><i>Spot clean stains</i> may relate to:</p> <ul style="list-style-type: none">• Application of spotting agents for paint, ink, fat/oil, rust, blood, grass• Use of a variety of techniques to remove spots as dictated by item type, type of stain and location of stain. <p><i>Cleaning method</i> may relate to:</p> <ul style="list-style-type: none">• Machine washing• Hand washing• Dry cleaning• Determination of cycle and program to use, where applicable• Selection and application of chemicals and cleaning agents• Dosage rates for cleaning agents and chemicals
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- Water temperature
- Complying with manufacturer's instructions in use of equipment
- Complying with care and textile labelling requirements
- Safety factors prior to, during and after operation of equipment
- Energy saving strategies.

Repairs may relate to:

- Basic repairs to guest clothes and uniforms, repairing tears, replacing buttons
- Sending items out for repair
- Condemning internal linen.

Post-cleaning laundry activities may relate to:

- Drying
- Folding
- Ironing
- Steam pressing, including use of guns and bucks
- Stacking.

Results of cleaning may relate to:

- Checking stain removal
- Creases
- Colour fastness
- Freedom from rips and damage
- Freedom from odour
- Scorch/burn marks

	<ul style="list-style-type: none">• Shrinkage• General damage, missing buttons, damaged material and buckles• Overall finished quality of items. <p><i>Appropriate additional action</i> may relate to:</p> <ul style="list-style-type: none">• Re-washing• Re-pressing• Re-folding• Re-packing• Condemning internal items• Sending items outside for professional attention. <p><i>Internal records and billing instructions</i> may relate to:</p> <ul style="list-style-type: none">• Equipment usage records, hours run, repairs and maintenance• Maintenance request forms• Charge sheets• Laundry vouchers• In-house laundry reports• Quality assurance documentation and checks. <p><i>Deliver guest cloths to guests</i> may relate to:</p> <ul style="list-style-type: none">• Wrapping and packing procedures• Heat sealing of packages• Use of hangers• Adhering to promised timelines
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- Transportation of items to appropriate destination, guest room, valet, housekeeping
- Application of appropriate guest service skills
- Explanation of procedures undertaken and problems/difficulties encountered
- Obtaining signature or payment, as/if required
- Dealing with guest dissatisfaction
- Resolving laundry issues and dealing with item shortages
- Storing guest items in laundry where return to guest is not possible.

Deliver in-house items to departments may relate to:

- Complying with required usage quantities and times
- Obtaining signature
- Completing relevant internal documentation
- Identifying future need.

Assessment Guide

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

- The enterprise's policies and procedures in regard to safety and security of guest items and establishment items
- The enterprise's policies and procedures in regard to safe handling of chemicals and cleaning agents
- The enterprise's policies and procedures in regard to use of establishment property and equipment
- The enterprise's policies and procedures in regard to documentation that underpins the posting of charges to guest accounts and inter-department accounting
- Principles of cleaning, dry cleaning and basic repair work to garments and linen

- Principles of infection control
- Knowledge of fabrics, fibers
- Ability to use laundry techniques and laundry equipment
- Ability to safely handle chemicals and cleaning agents
- Customer relations and customer service skills.

Linkages To Other Units

- Receive and resolve customer complaints
- Provide valet services to guests
- Process transactions for purchase of goods and services
- Maintain and operate an industrial laundry.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of stain charts and the demonstrated ability to identify stains and determine correct treatment for same
- Demonstrated ability to sort, count and check guest and in-house laundry items
- Demonstrated ability to read and interpret care and textile labels on garments
- Demonstrated ability to use washing equipment/extractors and apply hand washing techniques
- Demonstrated ability to use drying machines
- Demonstrated ability to use pressing, ironing, steaming and folding equipment
- Demonstrated ability to wrap and pack guest clothing, uniforms and general linen items
- Demonstrated ability to effect basic linen and clothing repairs
- Demonstrated ability to implement internal linen control procedures and process internal documentation.

	<p>Context of Assessment</p> <p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none">• Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge• Assessment must relate to the individual's work area or area of responsibility. <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none">• Observation of practical candidate performance• Inspection of laundered products• Oral and written questions• Third party reports completed by a supervisor• Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>
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	Key Competencies	Level	Examples
Collecting, organizing and analysing information	1	Reading care and textile labels; reading chemical and cleaning agent labels	
Communicating ideas and information	1	Passing on information about stains	
Planning and organizing activities	1	Planning laundry workload and priorities	
Working with others and in teams	1	Cooperating with staff to delivered required laundry items	
Using mathematical ideas and techniques	1	Calculating dosage rates for chemicals and cleaning agents; processing charges	
Solving problems	1	Determining stain treatment; resolving guest complaints	
Using technology	1	Operating laundry equipment	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Launder linen and guests' clothes D1.HHK.CL3.05
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 is the difference between an on-premise laundry and an off-premise laundry?	<input type="checkbox"/>	<input type="checkbox"/>
2. What equipment is normally contained in an on-premise laundry?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
3. Tell me about the cleaning agents and chemicals found in an on-premise laundry: what are they and what are they used for?	<input type="checkbox"/>	<input type="checkbox"/>
4. What documentation is used in an on-premise laundry to monitor and control costs to the organization and billing to the customers/guests?	<input type="checkbox"/>	<input type="checkbox"/>
5. What internal linen items does a property commonly launder in its own on-premise laundry?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
6. What items of guest clothing are commonly processed by an on-premise laundry?	<input type="checkbox"/>	<input type="checkbox"/>
7. Name the staff positions commonly found in an on-premise laundry and identify the roles and responsibilities for each of those positions.	<input type="checkbox"/>	<input type="checkbox"/>
8. What types of costs are associated with a property operating their own on-premise laundry?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
9. What laundry services commonly exist within the on-premise laundry industry?	<input type="checkbox"/>	<input type="checkbox"/>
10. When collecting guest clothing for laundering how do you track the guest/room each item belongs to?	<input type="checkbox"/>	<input type="checkbox"/>
11. What procedures commonly apply to collecting internal items for laundering?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
12. What factors do you take into account when sorting items prior to laundering them?	<input type="checkbox"/>	<input type="checkbox"/>
13. What activities may be involved in counting items lodged for laundering?	<input type="checkbox"/>	<input type="checkbox"/>
14. Use an example to describe how you would determine the type of stain existing on an item prior to treatment.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
15. How would you spot clean a blood stain on a white business shirt prior to laundering it?	<input type="checkbox"/>	<input type="checkbox"/>
16. You have been asked to wash a load of white table cloths from the dining room: tell me how you will achieve this. What will you do? What will you use?	<input type="checkbox"/>	<input type="checkbox"/>
17. What factors will you take into account when determining the temperature to set for a dryer and how long to use it for when drying a load?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
18. What repairs to items might you be required to undertake after a load of clothes has been washed and dried in the laundry?	<input type="checkbox"/>	<input type="checkbox"/>
19. Tell me about the services that may be provided for items after they have been washed and dried.	<input type="checkbox"/>	<input type="checkbox"/>
20. What checks do you make of items after they have been laundered when inspecting them?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
21. What details do you need to record on a guest bill when processing their laundry charges?	<input type="checkbox"/>	<input type="checkbox"/>
22. What laundry reports commonly have to be produced by an on-premise laundry for management and what information/details do these reports require you to provide?	<input type="checkbox"/>	<input type="checkbox"/>
23. How may guest clothes (shirts; trousers; skirts etc) be packaged for return to guests after items have been processed in the on-premise laundry?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
24. How are in-house items returned to the correct department ensuring the right items are returned to the proper department?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Launder linen and guests' clothes – D1.HHK.CL3.05

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. List three considerations you will influence your decision to install an on premise laundry.

2. List three disadvantages of using an off -site laundry.

3. Explain briefly a towel folding machine.

4. Explain how trolleys are used in the laundry environment.

5. How would you handle a chemical spill?

6. Name the three most commonly used dry cleaning solvents.

7. What is an M.S.D.S. in relation to chemicals?

8. Explain briefly the use of a guest laundry docket.

9. Identify six types of soft furnishings in your workplace that would require dry cleaning.

10. What would you do if a guest requested that you dry clean his suede jacket?

11. Why is it important to employ an experienced dry cleaner?

12. Explain the role of a marker/ sorter position in the dry cleaning section.

13. List the three major costs associated with the set- up of an in house laundry facility.

14. Explain the term ‘express” service.

15. Explain the use of a laundry runner sheet.

16. List five factors that will influence the handling methods within a large hotel.

17. What are the most common stains found on bed and bath linen?

18. What are the most common stains found on table linen?

19. Why is it important to always read the care label on a garment?

20. When are towels counted?

21. What is a spotting table?

22. How are washing machines programmed?

23. List three safety precautions you should observe in the laundry.

24. If a long banquet cloth has a cigarette burn hole in the middle, what can be done?

25. If a freshly laundered guest shirt still has stains under the arms, what should you do?

26. Why is it important to maintain accurate laundry records?

27. If you are delivering guest laundry back to the guest room and there is a "Do not disturb" sign on the door, what action would you take?

Answers to Written Questions

Launder linen and guests' clothes – D1.HHK.CL3.05

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. List three considerations you will influence your decision to install an on premise laundry.

Whether or not to use an OPL or an off-site laundry provider will depend on:

- The size of the hotel –Usually small hotels and motels will use an outside contractor due to the large capital expenditure required
- Small motels may choose to use an off-site laundry to process sheets and table linen because of the better result that can be achieved during the pressing process but may also choose to wash and dry towels in house for convenience and as a potential cost saving
- Location-where hotels are remote (on islands or in the countryside), may choose to install a small OPL to process all their own linen
- Large five star hotels may choose to install an in house laundry purely because they require a high standard of finished linen and also because it saves them money in linen replacement costs and the benefit of being able to also offer a 24 hour laundry/ dry-cleaning service to their guests .It also offers flexibility if certain items need to be processed urgently
- The decision to use an OPL or an off-site laundry provider will be largely influenced by the costs involved. Some hotels choose to install an OPL as time progresses whilst others remove this facility and elect to use a contractor. Costs must always be determined by analysing all associated costs and consideration should always be given to service and quality if electing to use an off-site provider
- Whilst many hotels will have an OPL, they may contract out the dry cleaning function to an outside contractor because of the requirement of having specially skilled and trained dry cleaner operators and the specific training required for the use and handling of the dry cleaning solvents.

2. List three disadvantages of using an off -site laundry.

- Off- site laundry providers may not accommodate requests from hotel owners to purchase specific styles of linen items. (Five star hotels may have to use the same quality linen as a two star property for example)

The hotel operator does not have full control over the quality of linen processing.

- The hotel will need staff to count all clean linen received and check against the delivery docket. Shortages and damaged linen will need to be managed so that pre-determined stock levels can be maintained.
- Because the laundry is located off-site, there is less flexibility and should there be a need for certain items such as additional napkins, the level of service to the guests may be compromised because of an inability to make an extra delivery to the hotel.

3. Explain briefly a towel folding machine.

Towel folding machines-these are machines where dry clean towels are fed manually on to the towel folder and automatically folded. They may be single lane or multi- lane. The towel folding machines can be pre-programmed for producing different folds.

4. Explain how trolleys are used in the laundry environment.

- Trellis for transporting soiled linen from the rooms to the laundry
- Trellis for transporting clean linen within the laundry. N.B Clean linen should NEVER be transported in the same trolleys in which soiled linen has been carried. If the trolleys are to be used for both purposes, they must be fully sanitised between each use or have the fabric liner changed and washed
- Trellis for transporting linen back to the floors.

5. How would you handle a chemical spill?

What to do in case of a chemical spill:

- The size of a spill will affect how you deal with it
- If the spill is large, all staff should be evacuated from the immediate area
- Ventilate the area as much as possible
- Call the relevant emergency services to assist and advise
- Wear protective equipment at all times in this situation -gloves , face mask, protective clothing and rubber boots
- Try to stop the spill if possible-turn off the tap or place the container on its side. The use of sand or an absorbent compound is particularly helpful in this case. This can then be swept up as a solid matter and disposed of later
- Wash the area down completely after clean up
- Investigate how the spill occurred in order to review all handling procedures. Record the incident and retrain staff.

6. Name the three most commonly used dry cleaning solvents.

- a) Perchlorethylene which is a non – flammable chlorinated solvent. It should be stored in a cool dark place when not in use .It is instrumental in removing solvent soluble soil such as oils and greases etc. It may however also dissolve decorative items on clothing such as sequins, beads, some buttons and synthetic trims. This is the most common dry cleaning solvent in use.
- b) White spirit is an original dry cleaning fluid and has been widely used for many years. With the outlawing of fluorocarbons for environmental reasons, it is regaining popularity. It is a paraffin based spirit, has good grease removal properties but is flammable.
- c) Hydrocarbon is a petroleum based solvent which is flammable. It is more suitable for use on delicate garments but needs a longer wash cycle to allow it to work.

7. What is an M.S.D.S. in relation to chemicals?

- A Material Safety Data Sheet
- The M.S.D.S of each chemical contains lots of critical data. It seems like too much information but it contains:
 - Hazardous nature of the chemical
 - The composition of the chemical
 - Long term health exposure consequences
 - Safe handling
 - Product information
- A copy of all MSDS must be available for staff to read and also in case of an emergency such as an accidental spillage. They must be available for the emergency services so that they know what they are dealing with should there be a fire or leak.

8. Explain briefly the use of a guest laundry docket.

- The guest laundry docket is used in the guest room and is available for the guest to complete if he needs to use this service. It is also a price list and is used by the laundry staff to check all items against what the guest has written
- The guest is able to write which service he requires
- The laundry use this docket to calculate the cost of laundering for the guest.

9. Identify six types of soft furnishings in your workplace that would require dry cleaning.

- Curtains
- Cushion covers
- Table skirtings
- Bedspreads and bed skirtings
- Blankets
- Pillows (feather fill)
- Staff uniforms
- Guest dry cleaning.

10. What would you do if a guest requested that you dry clean his suede jacket?

Politely decline his request and advise him that this is a specialized cleaning service and the hotel is not equipped to handle this type of cleaning. Apologise for any inconvenience.

11. Why is it important to employ an experienced dry cleaner?

A dry cleaner-this person must be extremely well trained in all aspects of dry cleaning including spotting and pressing. They must have an excellent knowledge of fibres and fabrics, stain recognition and their removal. This task must be performed by a qualified person only.

12. Explain the role of a marker/ sorter position in the dry cleaning section.

Marker / sorter-this is the task of receiving, checking, marking and sorting all garments that pass through for either laundering or dry cleaning. Garments need to be checked for quantity and for items possibly left in pockets such as tissues, pens or coins. They are then marked for each guest so that items can be identified once processed, sorted in to different wash-loads or dry cleaning and per fibre care label.

13. List the three major costs associated with the set- up of an in house laundry facility

- The initial capital outlay for all pieces of laundry and dry cleaning equipment and its' installation
- The initial cost of purchasing all linen items that are used both in Housekeeping and Food and Beverage departments
- The recruitment, induction and training of all laundry staff.

14. Explain the term ‘express’ service.

Express service is when the guest requires a garment processed quickly-usually within 2 to 4 hours.

15. Explain the use of a laundry runner sheet.

The laundry runner sheet is a list where requests for pick- up of laundry and dry cleaning are written along with special requests. The runner uses this sheet and adds to it if any calls come in whilst on the floors.

16. List five factors that will influence the handling methods within a large hotel.

Any of the following:

- The size of the hotel
- The layout of the hotel
- The logistics within the property
- The number of rooms and bathrooms
- The star rating
- How often linen is changed
- The amount of linen storage cupboards throughout the property
- The number of par levels
- The operating hours of the laundry
- Whether or not the hotel has a separate linen room or uniform room or both

- The quantities and types of linen used
- The number of restaurants and their operating hours
- Whether there is a gym, hairdresser, spa, swimming pool or massage rooms
- Whether or not the hotel operates 24 hours a day (as in a casino property)
- Whether there is a linen chute from the floors directly to the laundry.

17. What are the most common stains found on bed and bath linen?

- Perspiration
- Hair oils
- Body lotions
- Cosmetics
- All body fluids.

18. What are the most common stains found on table linen?

- Red wine
- Coffee and tea
- Lipstick (on napkins)
- Food colourings and food residue
- Salad dressings and butter.

19. Why is it important to always read the care label on a garment?

So that the garment or item may be laundered or dry-cleaned or pressed as per the recommendations of the manufacturer.

20. When are towels counted?

After they are washed and dried. They are counted either at the towel folding machine or when folded by hand.

21. What is a spotting table?

A Spotting board-this is a specially designed table used for spotting garments prior to being washed or dry cleaned. Stains are treated according to their classification with specific spotting chemicals. The spotting board uses a steam hose which can be used to assist in the removal of stains and can also generate air to dry the fabric after stain removal. It is operated by using foot pedals. This piece of equipment should ONLY BE USED by EXPERIENCED and TRAINED staff.

22. How are washing machines programmed?

- Pre-programmed card reader--where a washing machine uses the card system there will be a different card for each item to be washed .The card is made of a heavy duty plastic. There will be a different card to use when washing white sheets than when washing red napkins for example etc. and these cards will be clearly marked as to which items they are to be used for. These cards have a series of holes punched into them usually by the chemical supplier who designs the wash cycles according to the chemicals required. These cards are then inserted into the card reader before switching on. These cards programme the machine to call for different water levels at different temperatures and different chemicals at different times within the wash cycles When towels are washed, then the card marked "towels" will be used. These cards do wear out so it is recommended to have several sets of cards for the same wash cycles and a set of cards for each machine that uses them
- Micro-processor- These are slowly replacing the cards as already discussed above. The micro- processor is attached to the machine and again is usually programmed by the chemical supplier for each item to be washed. It is more efficient than a card reader but the operator must remember to punch in the correct number assigned to each wash load prior to starting the machine.

23. List three safety precautions you should observe in the laundry.

- Always check that the power is switched on before use and that all utilities are connected (water, steam or gas) at the beginning of your shift
- Always check that the machine is clean and empty before loading and that nothing has been overlooked since the last cycle
- Always check the drains are clear (washing machines) and the lint trap has been cleaned (in tumble dryers)
- Check all switches are in working order and not broken
- Check that all doors on washing machines and tumble dryers can be locked
- Always use the correct wash programme for the items you are washing
- Make sure all chemical drums and pumps are in working order and there is sufficient chemicals for the day
- Always weigh wash loads according to the machines used wherever possible so they operate at full capacity. NEVER overload or under load a washing machine or dryer. This practise will result in an inferior wash result and may damage linens. It is also uneconomical
- NEVER remove protective guards off machines-these are designed as a safety feature if Always use the ironer at the correct speed and temperature for the items being ironed. A temperature that is too low or an ironer that is too slow will not dry or iron items correctly. They may need to be passed again through the machine which will slow down the whole finishing process. Never use the ironer if there are damaged tapes or belts-report this immediately so that they may be repaired promptly
- Always use the safety functions on hot presses and make sure all press pads are clean and in good repair

- Report any items that malfunction to your supervisor and ask for assistance if you are not sure
- Never stand in water-always clean up spillages immediately
- Always wear the correct protective equipment and clothing with which you have been issued
- Correctly follow all handling and usage instructions for all chemicals.

24. If a long banquet cloth has a cigarette burn hole in the middle, what can be done?

The cloth could be overstitched if the burn is not too big-otherwise the cloth may be cut down and made into smaller cloths, napkins or tray mats or even chefs aprons.

25. If a freshly laundered guest shirt still has stains under the arms, what should you do?

The shirt should be returned to the washing section and may need to pre- treated under the arms with a stain remover. If after rewash, the stain persists, the guest should be advised that unfortunately the stain could not be removed.

26. Why is it important to maintain accurate laundry records?

Record keeping and proper analysis of all records will assist in determining if production can be improved in certain areas of the operation. It will also assist in calculating profit margins and is a history of expenses.

27. If you are delivering guest laundry back to the guest room and there is a “Do not disturb” sign on the door, what action would you take?

Place a card under the door advising the guest that an attempt was made to deliver his laundry and advising him of the telephone extension number to call when he is ready.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Launder linen and guests' clothes D1.HHK.CL3.05
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 the role of an on-premise laundry b) Collect laundry for laundering c) Perform laundering functions d) Process laundered items e) Return laundered items 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 the role of an on-premise laundry		
Differentiate between an on-premise laundry and an off-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>
Identify the equipment that may be found in an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>
Identify the cleaning agents and chemicals used in an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>
Identify the documentation that is used to monitor, control, and charge for items laundered	<input type="checkbox"/>	<input type="checkbox"/>
Identify the linen items that may be laundered in an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>
Identify guest clothes that may be laundered in an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>
Describe the roles of staff employed in an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>

Establish costs associated with operating an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>
Identify laundry service types that exist within the industry	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Collect laundry for laundering		
Pick-up guest clothes in accordance with enterprise require	<input type="checkbox"/>	<input type="checkbox"/>
Pick-up in-house items in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Perform laundering functions		
Sort items lodged for laundering	<input type="checkbox"/>	<input type="checkbox"/>
Count items lodged for laundering	<input type="checkbox"/>	<input type="checkbox"/>
Assess stains on items	<input type="checkbox"/>	<input type="checkbox"/>
Spot clean stains as required	<input type="checkbox"/>	<input type="checkbox"/>
Identify appropriate cleaning method for items	<input type="checkbox"/>	<input type="checkbox"/>
Operate equipment to achieve intended cleaning result	<input type="checkbox"/>	<input type="checkbox"/>
Effect repairs as required	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Process laundered items		
Perform post-cleaning laundry activities	<input type="checkbox"/>	<input type="checkbox"/>
Check results of cleaning and take appropriate additional action, if required	<input type="checkbox"/>	<input type="checkbox"/>
Process internal records and billing instructions	<input type="checkbox"/>	<input type="checkbox"/>
Produce necessary internal laundry reports	<input type="checkbox"/>	<input type="checkbox"/>
Element 5: Return laundered items		
Deliver guest clothes to guests in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>
Deliver in-house items to departments in accordance with enterprise requirements	<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:	Launder linen and guests' clothes D1.HHK.CL3.05		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you.
Thank you for your time.

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Identifies equipment, cleaning agents/chemicals, linen items, guest clothing and documentation used in an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies roles of staff employed in an on-premise laundry and laundry service types provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies costs associated with operating an on-premise laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collects guest clothes and in-house items for laundering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorts, counts, assesses items lodged for laundering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spot cleans stains and makes repairs to items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies appropriate cleaning method for items and operates equipment to achieve intended cleaning results as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks results of cleaning and take appropriate additional action, if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes internal records and billing instructions and produces required laundry reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivers guest clothes to guests and in-house items to department in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Launder linen and guests' clothes	D1.HHK.CL3.05
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 the role of an on-premise laundry						
Differentiate between an on-premise laundry and an off-premise laundry						
Identify the equipment that may be found in an on-premise laundry						
Identify the cleaning agents and chemicals used in an on-premise laundry						
Identify the documentation that is used to monitor, control, and charge for items laundered						
Identify the linen items that may be laundered in an on-premise laundry						
Identify guest clothes that may be laundered in an on-premise laundry						
Describe the roles of staff employed in an on-premise laundry						
Establish costs associated with operating an on-premise laundry						
Identify laundry service types that exist within the industry						

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 2: Collect laundry for laundering						
Pick-up guest clothes in accordance with enterprise require						
Pick-up in-house items in accordance with enterprise requirements						
Element 3: Perform laundering functions						
Sort items lodged for laundering						
Count items lodged for laundering						
Assess stains on items						
Spot clean stains as required						
Identify appropriate cleaning method for items						
Operate equipment to achieve intended cleaning result						
Effect repairs as required						
Element 4: Process laundered items						
Perform post-cleaning laundry activities						
Check results of cleaning and take appropriate additional action, if required						

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
Process internal records and billing instructions						
Produce necessary internal laundry reports						
Element 5: Return laundered items						
Deliver guest clothes to guests in accordance with enterprise requirements						
Deliver in-house items to departments in accordance with enterprise requirements						

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



Australian
AID A red silhouette of a kangaroo is positioned to the right of the word "AID".