



Launder linen and guests' clothes

D1.HHK.CL3.05

Trainer Guide



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Project Base

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Table of contents

Competency Based Training (CBT) and assessment an introduction for trainers	1
Competency standard.....	11
Notes and PowerPoint slides	25
Recommended training equipment	57
Instructions for Trainers for using PowerPoint – Presenter View.....	59
Appendix – ASEAN acronyms	61

Competency Based Training (CBT) and assessment an introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of Competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a ‘unit’.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational health and safety requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of Competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an ‘element’.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning Approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant’s competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in Learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for Participant Diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant Centred Learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active Learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training Strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of Training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/Tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group Discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role Play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation Games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /Group Exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case Study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field Visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group Presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice Sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)

Principle of Competency Based Assessment

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in Assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment Objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of Assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative Assessment Tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency 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
- Role plays
- Group projects
- Group discussions
- Examinations.

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.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

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

Assessing competency

As mentioned, 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. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

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'

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
<p>Element 1: Identify the role of an on-premise laundry</p> <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>Differentiate between an on-premise laundry and an off-premise laundry 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>Equipment in an on-premise laundry may include:</p> <ul style="list-style-type: none"> • Washers/extractors • Washer/dryer • Dryers

<p>1.8 Establish costs associated with operating an on-premise laundry</p> <p>1.9 Identify <i>laundry service types</i> that exist within the industry</p> <p>Element 2: Collect laundry for laundering</p> <p>2.1 <i>Pick-up guest clothes</i> in accordance with enterprise requirements</p> <p>2.2 <i>Pick-up in-house items</i> in accordance with enterprise requirements</p> <p>Element 3: Perform laundering functions</p> <p>3.1 <i>Sort items</i> lodged for laundering</p> <p>3.2 <i>Count items</i> lodged for laundering</p> <p>3.3 <i>Assess stains</i> on items</p> <p>3.4 <i>Spot clean stains</i> as required</p> <p>3.5 Identify appropriate <i>cleaning method</i> for items</p> <p>3.6 Operate equipment to achieve intended cleaning result</p> <p>3.7 Effect <i>repairs</i> as required</p> <p>Element 4: Process laundered items</p> <p>4.1 Perform <i>post-cleaning laundry activities</i></p> <p>4.2 Check <i>results of cleaning</i> and take appropriate <i>additional action</i>, if required</p> <p>4.3 Process <i>internal records and billing instructions</i></p> <p>4.4 Produce necessary internal laundry reports</p>	<ul style="list-style-type: none"> • Irons • Folding equipment • Steam presses • Bucks • Spotting gun • Sorting baskets and shelving • Heat sealing equipment and roll plastic • Hangers. <p>Cleaning agents and chemicals may include:</p> <ul style="list-style-type: none"> • Water, impact of quality and temperature • Alkalis • Detergents, all types • Softeners • Bleaches • Sours • Emulsifiers • Conditioners • Builders • Solvents, for dry cleaning • Mildewcide • Sequestrants • Iron control agents
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Element 5: Return laundered items

5.1 *Deliver guest clothes to guests in accordance with enterprise requirements*

- Spotting agents
- Safety requirements in the use and storage of chemicals and cleaning agents
- Compliance with manufacturer's instructions.

Documentation may include:

- 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.

Linen items refer to any internal items that the establishment requires laundered and may include:

- 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.

	<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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	<ul style="list-style-type: none">• 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. <p><i>Sort items</i> may relate to:</p> <ul style="list-style-type: none">• 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. <p><i>Count items</i> may relate to:</p> <ul style="list-style-type: none">• 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
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	<ul style="list-style-type: none">• 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>Spot clean stains 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• 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.
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	<p><i>Repairs may relate to:</i></p> <ul style="list-style-type: none">• Basic repairs to guest clothes and uniforms, repairing tears, replacing buttons• Sending items out for repair• Condemning internal linen. <p><i>Post-cleaning laundry activities may relate to:</i></p> <ul style="list-style-type: none">• Drying• Folding• Ironing• Steam pressing, including use of guns and bucks• Stacking. <p><i>Results of cleaning may relate to:</i></p> <ul style="list-style-type: none">• Checking stain removal• Creases• Colour fastness• Freedom from rips and damage• Freedom from odour• Scorch/burn marks• Shrinkage• General damage, missing buttons, damaged material and buckles• Overall finished quality of items.
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	<p>Appropriate additional action 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>Internal records and billing instructions 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>Deliver guest cloths to guests 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• Transportation of items to appropriate destination, guest room, valet, housekeeping• Application of appropriate guest service skills• Explanation of procedures undertaken and problems/difficulties encountered
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- 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.

	<p>Linkages To Other Units</p> <ul style="list-style-type: none">• Receive and resolve customer complaints• Provide valet services to guests• Process transactions for purchase of goods and services• Maintain and operate an industrial laundry. <p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none">• 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.
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	<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>Level 1 = competence to undertake tasks effectively</p> <p>Level 2 = competence to manage tasks</p> <p>Level 3 = competence to use concepts for evaluating</p>	
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

Notes and PowerPoint slides

Slide

LAUNDER LINEN AND GUESTS' CLOTHES

D1.HHK.CL3.05



Slide 1

Slide No	Trainer Notes
1.	Trainer welcomes group to class.

Slide

Advantages of having an on premise laundry (OPL)

- Hotel can select the quality of all linens
- Hotel has total control over the quality of laundering
- Increased revenue from providing guest service
- Hotel can monitor all costs.



Slide 2

Slide No	Trainer Notes
2.	<p>Trainer to explain:</p> <ul style="list-style-type: none">● The hotel can have total control of all costs and quality of the finished product and monitor accordingly● Having an in-house dry cleaning and laundry service for guests and staff uniforms and soft furnishings will assist in offsetting some of the costs of operating an OPL.

Slide

Disadvantages of an on premises laundry (OPL)

- Large initial capital outlay for all laundry equipment
- Ongoing maintenance costs
- Ongoing costs for chemicals and all laundry supplies
- Large capital outlay for all linen items
- Ongoing linen replacement costs
- Large space required away from guest facilities.



Slide 3

Slide No	Trainer Notes
3.	<p>Trainer to add comments to above:</p> <ul style="list-style-type: none"> ● The large space required may be possibly otherwise utilised for revenue producing. The space may have been used for additional guest rooms or a restaurant. It is much more beneficial if a laundry feasibility study is done prior to construction of a new hotel so that it may be a specially designed and purpose built facility away from guest areas, therefore minimising noise and vibration from the washing machines.

Slide

Advantages of using an off site laundry

- No capital expenditure required for equipment and linen
- All operating costs borne by the laundry operator
- Regular scheduled collection and delivery times
- Hotel can monitor all fixed costs per item.



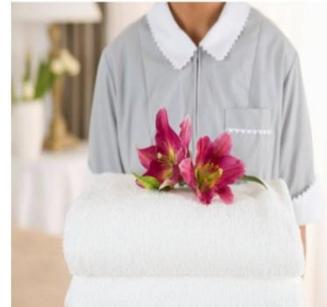
Slide 4

Slide No	Trainer Notes
4.	<p>Trainer to add extra observations:</p> <ul style="list-style-type: none"> ● There will be staff needed in the hotel to monitor laundry collections and deliveries. All linen that is delivered must be counted and checked against the delivery docket in order to control costs and shortages. Stained and torn linen will need to be monitored so that charges are not incurred for these.

Slide

Disadvantages of using an off site laundry

- Hotel may not be able to influence the quality of linens used or the quality of the laundering.
- Hotel will need to manage deliveries and shortages so that stock levels are maintained.
- Linen turnaround times may vary due to laundry breakdowns or transport issues



Slide 5

Slide No	Trainer Notes
5.	<p>Trainer to add comments:</p> <ul style="list-style-type: none"> ● There is less flexibility when using an offsite laundry when items are in short supply e.g. If the restaurant is exceptionally busy and in need of additional table linen, it may take a couple of hours for the offsite laundry to process these goods and deliver them to the hotel. This puts additional stress on hotel staff. Where the laundry is on site, these issues can be addressed much more quickly.

Slide

Dealing with outside laundry contractors

- Initial negotiations must include all aspects of the hotel's operation
- A written contract agreed on for a defined period
- External laundry should be inspected to ensure cleanliness, hygiene and ability to handle volume of work
- Contract needs to be very detailed.

(see Trainee Manual for conditions)



Slide 6

Slide No	Trainer Notes
6.	<ul style="list-style-type: none"> ● In groups make a list of all the items you would include in a contract between your hotel and an external laundry contractor ● What are some of the risks of not having clear conditions in your contract?

Slide

The Linen Cycle

- Guest uses linen
- Soiled linen is stripped off beds or tables and collected
- Transported to laundry
- Linen is sorted for washing
- Washed
- Dried
- Ironed
- Folded
- Stacked and counted
- Repaired if necessary
- Transported back for re-use.



Slide 6

Slide No	Trainer Notes
7.	<p>Trainer should explain the cycle of linen usage at each point:</p> <ul style="list-style-type: none"> ● Guest expects crisp clean linen free of stains and tears ● Soiled linen is removed by room cleaning staff or restaurant staff and transported to the laundry. Explain the different methods of transport - linen chute, bags, trolleys etc. ● Linen sorted into categories for processing ● Dried, ironed and folded and repaired if necessary ● Transported back for re-use.

Slide

Types of laundry machinery

- Sorting Table or conveyor belt
- Washing machines – free standing or CBW
- Tumble dryers
- Flatwork Feeders
- Flatwork Ironer
- Flatwork Folder
- Towel folding machines.



Slide 7

Slide No	Trainer Notes
8.	Trainer to explain the difference between single pocket washers and multi pocket washers. Explain that there are many different sizes of washing machines and tumbler dryers to accommodate different volumes of laundry. A short explanation of a CBW and its automation.

Slide

Select Laundry Chemicals

Select a reputable company with references:

- who will provide training to all laundry staff
- who will assist when necessary to problem solve with wash formula
- who will be readily available in an emergency
- Consider the cost of products
- Ease of use
- Dilution rates
- Consider size of packaging (ease of handling)
- Consider all safety aspects of all chemicals
- Consider the number of chemicals (less is best).



Slide 8

Slide No	Trainer Notes
9.	<p>Class Activity 1</p> <p>Trainer to arrange a reputable laundry chemical supplier to speak to the students on how laundry chemicals are used. Based on this presentation, the students should prepare a short report on the types of chemicals used for a) washing sheets b) washing table linen c) washing chefs uniforms.</p>

Slide

Types of machines used for the dry cleaning process

- Sorting table
- Polymark machine
- Trolleys for sorting
- Spotting board
- Dry cleaning machine
- Various types of presses
- Shirt folding machine
- Hanging rails.



Slide 9

Slide No	Trainer Notes
10.	<p>Class Activity 2</p> <p>Trainer_to arrange a tour of a large dry cleaning plant where hotel goods and uniforms are processed. Based on this tour, the students should be divided in to 4 small groups and each group should make a short presentation with photos to the other students. One group should focus on the receiving, sorting, checking and marking of the garments. The second group should focus on the system of spotting and dry cleaning and the third group should focus on the pressing process, identifying at least 8 different types of presses and what each is used for. The final group should focus on the folding, packaging and collating of all items, including the process for charging the guest/hotel.</p>

Slide

Identify documentation for charging items

- ④ **Guest laundry docket** – this is placed in the room and used by the guest. Can be in duplicate or triplicate depending on the hotel's accounting procedures
- ④ **Summary sheet** – this is used within the laundry and is used for summarising all guest laundry with the charges. It is used for posting to the guest account at the end of the day.



Slide 10

Slide No	Trainer Notes
11.	<p>Trainer to add:</p> <ul style="list-style-type: none"> • If the guest laundry docket is in duplicate, one copy will be returned to the guest with his garments and with all charges totalled. The other copy will remain in the laundry for reference if needed (complaints or queries). If the docket is in triplicate, one copy will also go to the accounts department. The summary sheet will usually be retained in the laundry after all posting is completed. See Insert in Trainee Manual.

Slide

Identify Hotel linen items

- All bed linens
- All bathroom linens
- Room soft furnishings
- Pool or gym linens
- All table linens
- All public area soft furnishings
- Staff uniforms
- Cleaning cloths and mops.



Slide 11

Slide No	Trainer Notes
12.	<p>Class activity 3</p> <p>Trainer to motivate the students to brainstorm all items in a hotel setting that would require either laundering or dry cleaning. Once identified, fabric care labels should be discussed.</p>

Slide

Identify guest clothes and uniforms

- Formal clothes
- Business dress
- Casual dress
- Under garments
- Nightwear
- Washable uniforms
- Dry cleanable uniforms.



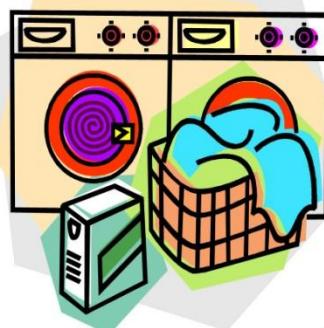
Slide 12

Slide No	Trainer Notes
13.	Trainer to have students again identify all the different garments within each of the above categories which may need to be processed and discuss some of the potential challenges (heavy stains on chefs uniforms, evening dresses etc. with sequins or hand beading). Also discuss how these may be handled.

Slide

Tasks of the laundry staff

- Receiving
- Sorting
- Counting
- Washing
- Drying
- Ironing
- Folding
- Stacking
- Packaging
- Transporting.



Slide 13

Slide No	Trainer Notes
14.	Trainer to discuss the tasks involved within the laundry environment and how these may be done by cross training. The washman for example may work on the folding when there is no washing to do or when it is completed.

Slide

Tasks in the dry cleaning section

- Collection
- Receiving and checking
- Sorting and identification
- Washing
- Dry cleaning
- Pressing
- Folding
- Packaging
- Inspection
- Delivery.



Slide 14

Slide No	Trainer Notes
15.	Trainer to also discuss how roles may be intertwined in the dry cleaning section.

Slide

Consider costs associated with operating an on premise laundry

- Initial capital costs
- Ongoing upkeep costs
- Cost of maintenance
- Cost of utilities
- Miscellaneous costs.



Slide 15

Slide No	Trainer Notes
16.	Trainer to discuss all costs – see relevant section in Trainee Manual. Discuss in detail and how each cost MUST be controlled every day through correct operating procedures.

Slide

Different types of laundry services

- Off site laundries that hire and process linens
- Off site laundries that wash Hotels own linen
- Off site laundry that hires table linen only
- Dry cleaning contractor – does not process hotel linens
- Uniform hire companies.



Slide 16

Slide No	Trainer Notes
17.	Trainer to explain that there are many different laundry systems as noted. Discuss with students any others e.g. hiring roller towels for washrooms or walk mats for hotel entrances. Hotels may be totally self-sufficient to process all their own goods but may use several of the above or a combination. Some hotels hire chefs uniforms BUT own the Front Office uniforms for example.

Slide

Collect guest laundry

- Good communication between all departments
- Answer telephone politely
- Ensure laundry is collected in a timely manner
- Knock and wait
- Enter room and collect items
- Assist guest if necessary
- Check that the laundry is identified as per room number and note any special requests
- Mark off the runner sheet that the laundry has been collected
- Deliver to laundry.



Slide 17

Slide No	Trainer Notes
18.	Trainer to emphasise that all hotel departments must be as one when collecting laundry from the guest. Guests do call various extensions for laundry pick-up and may also take to Reception or Concierge either the night before or in the morning. These items MUST reach the laundry for processing otherwise a guest complaint will ensue.

Slide

Collect in house items for laundry

Soiled linen may arrive at the laundry in different ways:

- Via a linen chute from the floors
- By trolleys from the restaurants
- In bags or in trolleys
- From the linen room
- By linen train.



Slide 18

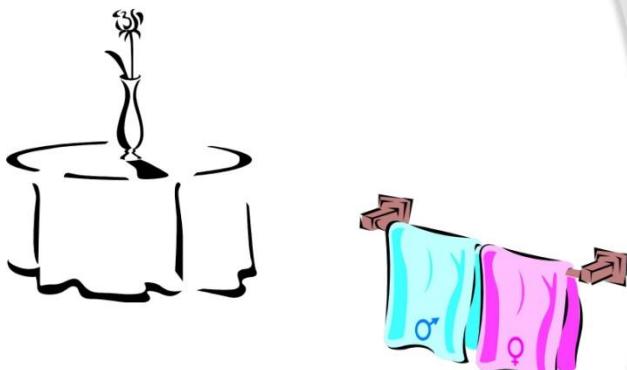
Slide No	Trainer Notes
19.	Trainer to add that linen does get tied into bundles sometimes if there is a shortage of trolleys but this can damage the linen if dragged across floors. Soiled linen should NEVER be transported in rubbish bags as they can be mistakenly thrown away with the garbage. Linen bags and trolleys should <u>always be sanitised</u> or washed before re-use.

Slide

Sort linen 1

Linen is usually sorted before washing as this makes it easier.
It is sorted into:

- Sheets
- Pillow cases
- Duvet covers
- Towelling
- Bathrobes
- Table linen
- Tea towels
- Cleaning cloths and mops.



Slide 19

Slide No	Trainer Notes
20.	<p>Class Activity 4</p> <p>Trainer to discuss further with students but get them to identify how else the linen is sorted (degree of soiling, colours, fibre, type). Trainer should get samples of different quality and sizes of hotel linens and demonstrate to trainees, for example, that a red table cloth should not be washed with a white towel etc. Why? What are the repercussions?</p>

Slide

Sort Linen 2

- Degree of soiling
- Fibre type
- Size of linen
- Colours
- Remove foreign objects.



Slide 20

Slide No	Trainer Notes
21.	<p>Trainer to discuss each but emphasise that all foreign objects must be removed prior to washing to prevent damage to linen but more so to the washing machines!</p> <p>Trainer should also discuss the types of stains found on all hotel linens.</p>

Slide

Count linen items

Linen items are usually counted after washing during the ironing and folding process.



If **hotel owned** **linens go off** site they must be counted **when soiled** and **when returned** **clean** to monitor shortages and charges.



Slide 21

Slide No	Trainer Notes
22.	Trainer to discuss in detail.

Slide

Count guest laundry items

Guest laundry items are **ALWAYS** counted when soiled:

- Check guest count of items is correct
- Make note if not on guest laundry docket
- Check all pockets and lapels for personal belongings and store securely if necessary
- Check items for damage or repairs
- Mark items for identification
- Check for stains
- Sort into washloads or for dry cleaning.



Slide 22

Slide No	Trainer Notes
23.	Trainer to add – if guest items are found to be damaged, the guest must be advised first so that the hotel does not receive a compensation claim for alleged damage.

Slide

Assess and spot stains as required

Only spot stains if you are qualified to do so:

- Identify stain (visual, smell, location)
- Flush with steam
- Apply correct spotter
- Tamp gently
- Flush with steam
- Flush with air to dry
- Re-evaluate stain
- Use correct stain removal procedures.



Slide 23

Slide No	Trainer Notes
24.	Trainer must emphasise that a thorough knowledge of fibres, fabric construction, stains and spotting techniques must only be done by a trained person. Untrained staff may cause damage to the garments.

Slide

Operate laundry equipment

- Follow all safety instructions
- Never use damaged equipment
- Clean up spills
- Follow operating instructions
- Wear protective clothing
- Use chemicals correctly
- Report faults immediately.



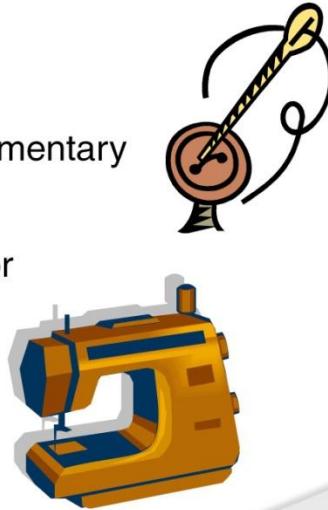
Slide 24

Slide No	Trainer Notes
25.	<p>Trainer to discuss in more detail. Never overload or underload a machine. Use trolleys etc.</p> <p>Class Activity 5</p> <p>Have the students discuss how safety can be improved in their workplace and how they will discuss this with their supervisor.</p>

Slide

Carry out repairs

- Repairs to hotel linens
- Decide on what is acceptable
- Minor repairs to guests are complimentary (buttons, loose hems)
- Alterations or major repairs (zips or shortening of a dress) should be charged extra
- Never attempt repairs beyond your expertise.



Slide 25

Slide No	Trainer Notes
26.	<p>Trainer should discuss condemning of linen.</p> <p>Class Activity 6</p> <p>Trainer should obtain different types of damaged hotel linens and have the students decide whether or not these should be repaired and what is acceptable. Also discuss with students how damaged linen may be re-used to save money and overall operating costs to the hotel.</p>

Slide

Perform post cleaning activities

- Check for residual stains
- Check repairs have been completed
- Check if correctly pressed and folded
- Action the above if necessary.



Slide 26

Slide No	Trainer Notes
27.	Trainer to discuss in detail.

Slide

Process internal records and billing 1

- Guest costs calculated on each guest laundry docket
- Total of this transferred to guest summary sheet
- Guest laundry revenue - all charges totalled and posted to guest account from the guest summary sheet
- Copy of guest laundry docket with charges returned to guest.



Slide 27

Slide No	Trainer Notes
28.	Revenue from guest laundry will help offset the cost of running the laundry. It will never be a profit centre for this reason as in an on premise laundry.

Slide

Process internal records 2

Record and maintain records:

- Production records
- Revenues
- All laundry costs
- Machinery records
- Condemned linen
- Stocktakes of all items
- Legislative requirements.



Slide 28

Slide No	Trainer Notes
29.	Trainer to expand on all of these and the necessity of keeping records.

Slide

Return guest laundry

- Return guest laundry to the room
- Knock and wait
- Enter the room
- Advise guest of returned items
- Place as per your property's guidelines
- Lock door
- Mark off the room number on your delivery list.



Slide 29

Slide No	Trainer Notes
30.	Always make sure that the laundry is correctly packaged.

Slide

Return in house items



Slide 30

Slide No	Trainer Notes
31.	This photo shows clean folded linen in linen trolleys correctly lined with clean fabric liners. These are being stored until needed on the floors.

Slide

Return in house items 2

Returned clean items may be delivered to:

- The central linen room for re-issue
- Directly to the guest room floors
- Directly to the restaurants
- Collection by restaurant staff from the laundry
- Held in storage.



Slide 31

Slide No	Trainer Notes
32.	Trainer to discuss above and summarise lessons learned from the whole uni.

Recommended training equipment

- List of hotels with an on -site laundry
- List of off-site commercial laundries which process hotel linens
- Access to commercial style washing machines, tumbler dryers, ironer/ folders and towel folders/ transport equipment
- List of dry cleaning plants
- List of dry cleaning suppliers
- Access to marking machines, spotting boards, dry cleaning machines, and a variety of presses including a shirt folding machine and packaging equipment
- Access to some of the above for training
- Red “soluble” bags
- Laundry bags
- Gloves, masks and gowns to demonstrate protective clothing.
- Samples of hotel linens with fabric care labels.
- List of laundry chemical suppliers
- Copies of all internal records of:
 - On-site hotel laundry
 - Off-site commercial laundry
 - A dry cleaning plant
- Samples of poly mark tags and waterproof paper
- Baskets , boxes and a sample of all packaging material that is appropriate for a 2 star hotel and a 5 star hotel
- Mixture of soiled garments in all categories;
 - Dark
 - Colours
 - Lights and delicates
 - Some that need repair and some with definite stains
- Chemical wall charts
- Chemicals MSDS
- Chemical technical bulletins
- Health and Safety regulations as they relate locally.
- Job descriptions for all positions.

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Set Up Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavour, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program.
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals.
AEC	ASEAN Economic Community.
AMS	ASEAN Member States.
ASEAN	Association of Southeast Asian Nations.
ASEC	ASEAN Secretariat.
ATM	ASEAN Tourism Ministers.
ATPMC	ASEAN Tourism Professionals Monitoring Committee.
ATPRS	ASEAN Tourism Professional Registration System.
ATFTMD	ASEAN Task Force on Tourism Manpower Development.
CATC	Common ASEAN Tourism Curriculum.
MRA	Mutual Recognition Arrangement.
MTCO	Mekong Tourism Coordinating office.
NTO	National Tourism Organisation.
NTPB	National Tourism Professional Board.
RQFSRS	Regional Qualifications Framework and Skills Recognition System.
TPCB	Tourism Professional Certification Board.

