



Maintain and operate an industrial laundry



D1.HHK.CL3.04



Trainer Guide



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& hospitality

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The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

This publication is supported by Australian Aid through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: TG_Maintain_&_operate_an_ind_laundry_300812.docx

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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: MAINTAIN AND OPERATE AN INDUSTRIAL LAUNDRY		NOMINAL HOURS: 60 hours
UNIT NUMBER: D1.HHK.CL3.04		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to operate an on- or off-premises industrial laundry to launder and dry clean items in commercial capacities using industrial equipment to support the needs of an accommodation establishment		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Perform basic laundry functions</p> <p>1.1 <i>Receive soiled linen</i></p> <p>1.2 <i>Sort/count items</i> for laundering</p> <p>1.3 <i>Weigh items</i></p> <p>1.4 <i>Operate washer extractors or CBWs</i></p> <p>1.5 <i>Operate dryers</i></p> <p>1.6 <i>Complete finishing process</i></p> <p>1.7 <i>Sort linen for re-wash</i></p> <p>1.8 <i>Sort linen for repairs</i></p> <p>1.9 <i>Count/package and transport linen</i></p> <p>Element 2: Perform dry cleaning functions</p> <p>2.1 <i>Receive and check items</i></p> <p>2.2 <i>Sort items for dry cleaning/washing</i></p> <p>2.3 <i>Complete stain removal process</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to laundering facilities supplied by the labour divisions of the hotel and travel industries and may include:</p> <p>1. Housekeeping</p> <p>Receive soiled linen may include:</p> <ul style="list-style-type: none"> • By client • By delivery times • Methods of transportation. <p><i>Sort/count items</i> may include:</p> <ul style="list-style-type: none"> • Physically counting items received • Taking into account care labels • Factoring in customer/source information – about stain type, requirements 	

2.4 Operate dry cleaning machine

2.5 Perform pressing, inspection, minor repairs and finishing activities

2.6 Package and transport items

Element 3: Complete and maintain laundry records

3.1 Complete required *internal records*

3.2 Complete required *external records*

Element 4: Undertake maintenance functions

4.1 Understand and follow basic maintenance functions

4.2 Arrange for *professional maintenance*

- 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.

Weigh items may include:

- Using commercial weigh platforms.

Operate washer extractors/CBWs must include:

- Following manufacturer's instructions
- Adhering to occupational health and safety requirements
- Selecting the correct wash program – by considering the most applicable:
 - Wash water temperature
 - Rinse water temperature
 - Water level
 - Load weight
 - Agitation cycle
 - Detergent and other chemicals and additives to achieve cleaning of the wash
- Checking gauges during process
- Re-washing
- Automation process.

Operate dryers relates to:

- Selecting the sequence of the loads depending on urgency and client requirements
- Selecting the correct temperature for each load
- Selecting the time for the cycle
- Grouping like items for the drying process.

Complete the finishing process may include:

- The feeding process
- Flatbed ironing, roll/cylinder ironing and multi-roll ironing
- Folding machines/manual folding
- Steam pressing – including use of guns and bucks
- Stacking.

Sort linen for rewash may include:

- Inspection during finishing
- Treating rewash items.

Sort linen for repairs may include:

- Condemning of linen
- Re-making of linen.

Count/package and transport linen may include:

- Automatic counters
- Stringing machines
- Wrapping
- Transportation methods.

	<p><i>Receive and check items</i> may include:</p> <ul style="list-style-type: none">• Checking items received against count• Polymarking• Summary sheets. <p><i>Sort items for dry cleaning/washing</i> may include:</p> <ul style="list-style-type: none">• Sorting by colour/whites/darks/delicates• Sorting by fibre/fabric• Sorting by care label. <p><i>Complete stain removal</i> will include:</p> <ul style="list-style-type: none">• Using spotting board/chemicals. <p><i>Operate dry cleaning machine</i> will include:</p> <ul style="list-style-type: none">• Following manufacturer's instructions• Complying with all occupational health and safety requirements• Differentiating between solvents – perchlorethylene and white spirit• Assessing between load service of machines• Loading machine correctly• Selecting correct program for load type/classification• Selecting additive dispensing and preparing dosing system (where applicable)• Monitoring additives and dosing systems• Monitoring machine operation and dry cleaning procedures• Unloading garments.
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Packaging may relate to the use of:

- Garment tunnels
- Heat sealing equipment
- Bags and hangers.

Perform pressing , inspection, minor repairs and finishing activities may include:

- Collars and cuff
- Pants topper
- Hard head press
- Body formers
- Tunnel presses
- Puff irons
- Shirt folders.

Internal records may relate to:

- Operational documentation
- Labour records
- Stock usage records
- Breakdowns and malfunction records
- Maintenance requests and records.

Package and transport will include:

- Collating and matching items for return
- Using promotional packaging
- Using dry cleaning docket
- Using trolleys and racks.

External records may relate to:

- Billing documentation
- Customer records.

Professional maintenance may relate to:

- Calling in professional maintenance assistance as required.

Assessment Guide

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

- The enterprise's policies and procedures in regard to laundering activities and levying laundry charges
- Principles of chemical handling and safety
- Basic maintenance of laundry equipment
- Ability to use a variety of laundry cleaning techniques
- Principles of infection control
- Knowledge of fabrics, fibers.

Linkages To Other Units

- Receive and resolve customer complaints
- Process transactions for purchase of goods and services
- Launder linen and guests' clothes.

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 laundry items
- Demonstrated ability to read and interpret 'care' and textile labels and to respond to individual client requests

- Demonstrated ability to use washing equipment/extractors
- Demonstrated ability to dry clean nominated items
- Demonstrated ability to use drying machines
- Demonstrated ability to use pressing, ironing, steaming and folding equipment
- Demonstrated ability to wrap and pack clothing, uniforms and general linen items
- Demonstrated ability to effect basic linen and clothing repairs
- Demonstrated ability to complete internal and external records and documentation.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace demonstration of a nominated range of laundry services and support activities including the use of dry cleaning equipment.

Resource Implications

- Training and assessment must include the use of real equipment (including dry cleaning equipment) and items for laundering
- Access to the enterprise's policies and procedures.

Assessment Methods

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

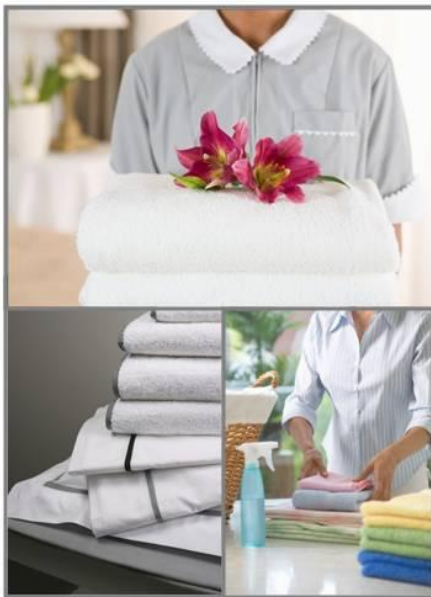
- Observation of practical candidate performance
- Inspection of finished products
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organizing and analysing information	1	Read 'care' and textile labels; read chemical and cleaning agent labels
Communicating ideas and information	1	Pass on information about stains
Planning and organizing activities	1	Plan laundry workload and priorities
Working with others and in teams	1	Cooperate with staff to deliver required laundry items
Using mathematical ideas and techniques	1	Calculate dosage rates for chemicals and cleaning agents; process charges
Solving problems	1	Determine stain treatment; resolve guest complaints
Using technology	1	Operate laundry equipment

Notes and PowerPoint slides

Slide

Maintain and Operate an Industrial Laundry



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Slide 1

Slide No	Trainer Notes
1.	Trainer welcomes trainees to class and introduces unit.

Slide

Introduction to Laundry Operations

All laundries operate differently and may have different systems in place depending on many factors including the following

The laundry may own all linen and lease it to its various clients:

- Linen may be all one style with no choice for clients
- Linen may be of several different styles and colours
- The client owns and purchases all linen items and the laundry processes these items
- There may be a combination of both processes.

(Continued)

Slide 2

Slide No	Trainer Notes
2.	<p>Trainer to explain:</p> <ul style="list-style-type: none"> • If the laundry owns all linen with no choice for the client, it must assign stock to each client so that there is never a shortage of linen. This linen should be identified for each client by marking the linen by client name or number. This is the easiest system for the laundry operator • There must be constant replacement of damaged and worn stock to maintain stock levels • If there are different styles of linen. This will add to the processing time due to different washload chemicals and formulae etc. • If the client owns and purchases the linen, this will need to be identified by hotel name. The client is responsible for replacements. This linen will need to be washed separately • Some clients may own some linen (sheeting) and hire other pieces (table linen).

Slide

Introduction to Laundry Operations

A hotel operator may decide to:

- Operate an on-site laundry to process all hotel guest room and table linen
- Operate an on-site laundry incorporating the dry cleaning of guests' clothes, staff uniforms and other hotel items
- Use a contractor to provide one or both of these services.



Slide 3

Slide No	Trainer Notes
3.	<ul style="list-style-type: none"> ● Trainer to explain that a hotel may decide to operate its own on-site laundry and dry cleaning plant to service all the hotel's needs. If this is the case there will need to be a large space assigned to the laundry (preferably in the basement to allow for drainage and to allow for the noise factor of the machinery) Storage will also be needed for both clean linen and soiled linen ● The hotel will need to budget for all the necessary machinery required and on-going maintenance costs plus labour, training and all laundry supplies ● Many hotels process all their linens and many process just part of their linens on-site Usually just towels due to high cost of the ironing equipment and the finish required on sheeting and table linen ● Dry cleaning is usually contracted out because of the highly specialised skills and knowledge required by dry cleaning staff.

Slide

Daily Tasks in the Laundry

- Collection of linen
- Receiving and Sorting linen
- Washing
- Tumble drying
- Feeding linen on to the ironer
- Folding Linen
- General duties (stacking and packaging)
- Administrative tasks
- Transportation.



Slide 4

Slide No

Trainer Notes

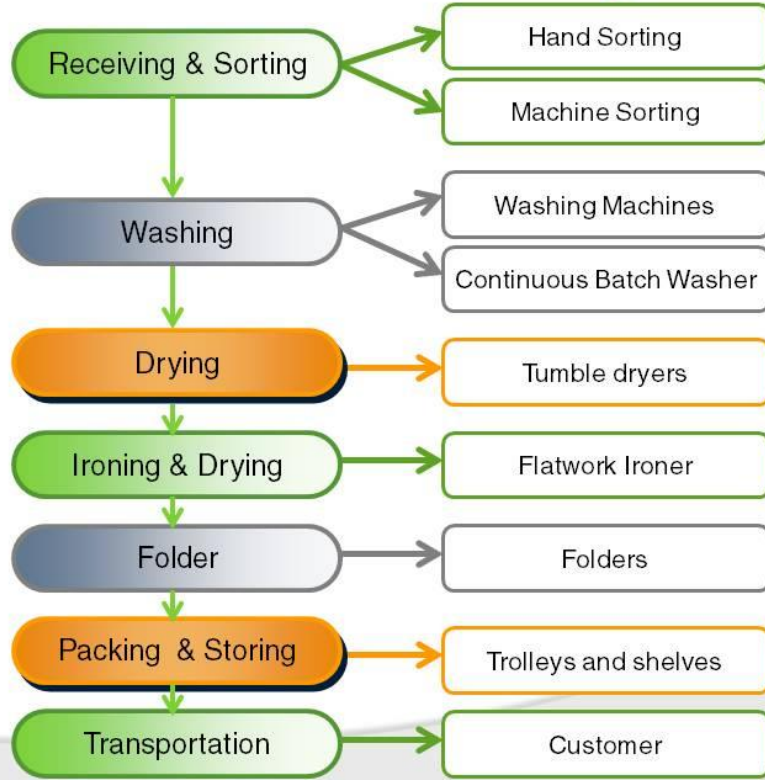
4.

Trainer to explain that:

- There is a definite work flow in the laundry daily operation
- Laundry is received, sorted and processed by fibre content, degree of soiling
- It is then washed and towels are dried in the dryer whilst sheets are dried and folded on the ironer
- Linen is counted, packaged and then transported back to the customer.

Slide

Workflow when Processing Linen



Slide 5

Slide No	Trainer Notes
----------	---------------

5.	This is self-explanatory but this is the cycle of work flow in the laundry.
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Slide

What is a par level ?

- One par of linen is the amount of all house linen items required to set up a room or all rooms or the amount of tablecloths and napkins to set up a restaurant for service
- Most hotels operate with a 3 to 5 par levels.



Slide 6

Slide No	Trainer Notes
6.	<p>Trainer to explain:</p> <ul style="list-style-type: none"> The quantity of linen purchased by the hotel or issued to it by the laundry is dependent on the size of the hotel and the level of service. Allowance needs to be made for a seven day a week operation and the turnaround time of the soiled linen to clean linen process. There should be enough linen in circulation to allow for machine breakdowns. There are many factors affecting the par levels. Trainer should further expand on the points in the Trainee Manual.


Slide

Activity 1

Research the cost of providing hotel items as per the table in the Trainee Manual for both a two star and five star hotel, considering the standards of linen that may be expected by the different properties.

Calculate the total cost of providing a five par of linen for each hotel:

- What did you realise when researching this project?
- Discuss your findings with your trainer.



Slide 7

Slide No	Trainer Notes
7.	<p>Activity 1</p> <ul style="list-style-type: none"> • Trainer should explain that the qualities of linen for a five star hotel would be of a superior quality than for a two star property • Trainees should contact local linen supply companies to discuss different qualities and prices. The class should then discuss their findings • The point of this exercise is to make students realise the huge amounts of money that a laundry needs to spend to maintain par levels.

Slide

Identification of linen

All pieces of linen must be identified in some way:

- By heat stamping machines (client name)
- By heat stamping (client number)
- By embroidery
- By woven logo
- By size
- By issue date
- By coloured stitching (identifies sizes).



Slide 8

Slide No

Trainer Notes

8.

- Trainer to explain that linen must be able to be identified by all parties
- This will assist in cost control , and enabling the laundry to see where there is the most loss and damage, particularly if the date if issue is printed on the items e.g. If linen is placed in circulation in February and condemned due to wear in April then this will need investigation as to why
- It will also identify to which hotel the linen belongs in case of delivery errors.

Slide

Receive Soiled Linen

Soiled linen arrives at the laundry in:

- Trolleys
- Linen bags
- Linen bags in trolleys (picture)
- Hampers
- Tied in bundles
- Via a chute.



Slide 9

Slide No	Trainer Notes
9.	<p>Trainer to explain:</p> <ul style="list-style-type: none">● Linen can be received presorted at source (hotel) or will need to be sorted when received at the laundry● Soiled linen should always be kept separate from clean linen in a separate area so cross contamination will not occur● Linen trolleys or bags should be identified according to client and urgency and placed in a queue for processing (see next slide).

Slide

Receive soiled linen by client

These trolleys have arrived and are numbered by client number in order for processing:

- Client linen is identified by number
- Trolleys are identified by client
- Trolleys placed in order for processing.



Slide 10

Slide No	Trainer Notes
10.	<p>Trainer to explain:</p> <ul style="list-style-type: none"> • The soiled linen is delivered to the laundry • By delivery truck. If the laundry plant is off site, soiled linen is usually collected at the same time daily that clean linen processed the previous day is delivered back • Linen is placed in a queue for processing when received. Please note that soiled linen is covered to reduce air borne bacteria • If linen arrives in bags without trolleys (small hotels) the red fabric bags may be stenciled with the hotel name on. This will also help in identification • If the laundry is on-site (at the hotel) it may be delivered via a chute directly from the guest floors or manually in trolleys, bags or bundles.

Slide

Sorting linen by item type

- Sheets (all sizes)
- Doona Covers
- Pillow Cases
- Bath Sheets
- Bath Towels
- Hand Towels
- Face Washers
- Bath Mats
- Coloured linen
- Cleaning cloths
- Table Cloths
- Napkins
- Banquet Cloths
- Tray Mats
- Chefs Aprons
- Tea Towels
- Chefs neckerchiefs
- Bathrobes.



Slide 11

Slide No	Trainer Notes
11.	<p>Trainer to explain:</p> <ul style="list-style-type: none"> • Most hotel linens are collectively called “flatwork” because most of them are finished on a flatwork ironer • The only items above which would not be finished on a flatwork ironer would be towels, cleaning cloths and bathrobes which would be either folded on a towel folding machine or by hand. The items listed are the most common items used in all hotels which are classified as flatwork.

Slide

Types of stains found on rooms and table linens

Bed Linen:

- Perspiration
- Hair oils
- Body lotions
- Cosmetics
- **Body fluids**
- Shoe polish.

Table Linen:

- Red wine
- Coffee
- Tea
- Lipstick (on napkins)
- Food colourings and residue
- Salad oils and butter.



Slide 12

Slide No	Trainer Notes
12.	<p>Trainer to explain that due care must be taken when handling linen stained with blood, vomit, urine and faeces.</p> <p>This linen should be handled as potentially infectious linen and placed in to a soluble laundry bag for protection of all laundry staff.</p> <p>Trainer should acquire a soluble bag to demonstrate this.</p>

Slide

Special Care Items

- Duvets
- Pillows
- Mattress Protectors
- Bed Valances
- Bedspreads
- Curtains
- Cushion covers
- Decorative Tablecloths
- Banquet skirtings
- Staff Uniforms
- Hairdressers Towels
- Massage Towels
- Pool Towels
- Rubber Bathmats
- Shower Curtains
- Blankets.



Slide 13

Slide No	Trainer Notes
13.	<p>Activity 2</p> <ul style="list-style-type: none"> • Trainer to explain that as well as rooms linen and restaurant linen, hotels have many other items that need processing • The trainer should ask students to brainstorm what other items there are within a hotel environment that will need to be processed either by laundering or drycleaning • At the end of the brainstorm, discuss how each item on this slide may need to be processed (identify fabric care labels and discuss) • Students should complete the chart in the Trainee Manual.

Slide

The Hotel Linen Cycle 1

- Clean Linen is used by guest
- Soiled linen is removed for laundering
- Soiled linen is collected at source

(Continued)



Slide 14

Slide No	Trainer Notes
14.	<p>Trainer to explain</p> <p>The linen cycle in a hotel or restaurant is:</p> <ul style="list-style-type: none">• Items used by guest• Items stripped off by staff member and sent to laundry for processing• Items sorted, washed, dried, ironed and folded• Items checked and sorted for repair or condemning• Items counted packaged and transported back with invoice completed. <p><i>Continued on next slide</i></p>

Slide

The Linen Cycle (2)

- Linen is collected and sent to laundry
- Linen is sorted for processing
- Linen is processed (washed)
- Linen is finished (ironed, folded and counted)
- Linen is packaged and transported
- Linen returned to client for re-use.



Slide 15

Slide No	Trainer Notes
15.	Trainer explains linen cycle in more detail.

Slide

1.2a Sort items for laundering



- Bags of soiled linen are emptied manually on to a conveyor belt or sorting table when received
- Staff must wear protective clothing
- Linen is sorted into either trolleys or slings.

Slide 16

Slide No

Trainer Notes

16.

Bags are emptied onto a conveyor belt or sorting table. This is done manually.

Staff should wear protective clothing. Discuss types of protective clothing. Whilst shaking of linen should be minimised to prevent air borne bacteria, all items need to be opened out.

Linen of one type (all sheets is placed in a sling and weighed before being transported to the next available washing machine by way of an overhead monorail system).

Slings are usually used in conjunction with a continuous batch washer or tunnel washer.

Trolleys are used with free standing washers.

Slide

1.2b Sort items for laundering

Accommodation linen is sorted into:

- Sheets
- Pillowcases
- Duvet covers
- Towels
- Bathrobes
- Coloured linens.



Slide 17

Slide No	Trainer Notes
17.	<p>This photo demonstrates the photo electronic system of sorting. Each bin has a number to which a sling bag is attached beneath it (not visible in this photo).</p> <p>When it is full of a certain type of item e.g. bath towels, the red light flashes to tell the sorter that the sling is full and is ready to be transported to the wash area.</p> <p>The conveyor belt is seen in the foreground.</p>

Slide

1.2c Sort items for laundering

- Foreign objects and rubbish must be removed before washing
- Items found include clothing, soap, paper, food items, toys and crockery and cutlery.



Slide 18

Slide No	Trainer Notes
18.	<p>Trainer to explain the potential hazards that can be found in soiled linens. On occasions, there may even be razor blades and syringes found in linen. Trainer should demonstrate the correct handling of these items if discovered in the linen. This is why linen items need to be opened out and the sorter should wear gloves.</p> <p>In this photo, this is the rubbish collection bin at the end of the conveyor belt. Tissues and soap are clearly visible.</p>

Slide

Sorting Linen into slings

This photo shows the manual sorting of linen into slings:

- Above the sling, there is a spring weight scale.



Slide 19

Slide No	Trainer Notes
19.	<p>If each compartment of the CBW can hold 50kg of linen, then the capacity of each sling bag is approx 50 kg. The weight will be shown on the spring weight above it. The bag is emptied by releasing the cord that holds the bag closed.</p> <p>Ask the trainees what is wrong with this photo (not wearing protective clothing!!).</p>

Slide

Washing machines – also known as washer extractors

There are three main types of washing machines:

- Free standing open pocket machines
- Two or three pocket machines
- Continuous batch washers or Tunnel washers.



Slide 20

Slide No

Trainer Notes

20.

Work Project 1

Trainers should arrange to visit a **large on-site hotel laundry** with the students to discuss with the laundry manager the receiving, sorting and washing processes. Based on this excursion, the students should write a small essay on what they have discovered about **managing** an on site laundry and the advantages and disadvantages from the hotel perspective.

Slide

Free standing washing machine



Slide 21

Slide No	Trainer Notes
21.	<ul style="list-style-type: none">• This photo shows an open pocket free standing washing machine• Controls are seen above the tumbler with the washer programme and emergency buttons. At the right side is the microprocessor which controls the chemicals.

Slide

Pocket washing machine



Slide 22

Slide No

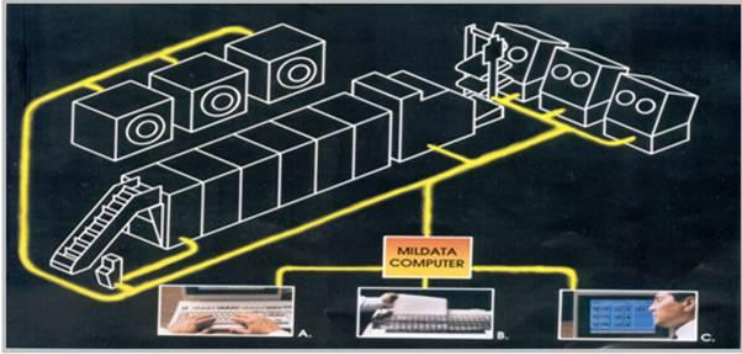
Trainer Notes

22.

This is a photo of a very old three pocket machine. The three pockets are clearly visible. On the front right side, there is a “hopper” that is used for adding starch in the last cycle.

Slide

Continuous Batch Washer (CBW)



Slide 23

Slide No	Trainer Notes
23.	This illustration demonstrates the layout of a CBW. The conveyor belt in front, the washer and the extractor unit at the right side. The conveyor belts that take the washed items to the bank of dryers. All connected to a computer system.

Slide

Selection of Washroom 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 are readily available in an emergency
- Consider the cost of products
- Ease of use
- Dilution rates
- Consider size of packaging (ease of handling)
- Consider safety aspects
- The number of chemicals (less is best).



Slide 24

Slide No

Trainer Notes

24.

- This is not covered in the Trainee Manual but these are the considerations when choosing a chemical company with whom to work
- On-going training is important in all aspects of the use and safety of all chemicals. Many chemical companies now issue certificates when staff have undergone training. This will assist the employer should an accident arise
- Consider dilution rates in different wash cycles (ultimate cost). Cheapest is not always the best but the least number of chemicals is better
- Provision of MSDS is mandatory and these should be available for all staff to read.

Slide

Work Project 3

- Washroom chemical knowledge
- Presentation by and from.



Slide 25

Slide No	Trainer Notes
25.	<p>Work Project 2</p> <ul style="list-style-type: none">• Trainer should arrange an agent from a reputable laundry chemical supplier to speak to the students on all aspects of laundry washroom chemicals including safe handling and wash cycles• Based on this presentation the students should prepare a one page instruction sheet for all laundry staff entitled "Safe chemical handling in the washroom".

Slide

Wear protective clothing when

- Sorting soiled linen
- Handling chemicals
- Cleaning up chemicals spills
- Handling soiled guest laundry
- Removing hot items off the flatwork ironer/folder.



Slide 26

Slide No	Trainer Notes
26.	Trainer should expand on the types of protective clothing required in the laundry and the reasons.

Slide

Tumbler Dryers

The tumbler dryer's main function is to extract water from the linen by heating air that is circulated within the tumbler:

- Never overload the tumbler
- Allow 50% more for the weight of water with towels
- Clean all lint filters regularly
- Clean all vents and heating coils
- Check the perforations in the dryer to ensure they are not blocked with lint or plastic.



Slide 27

Slide No	Trainer Notes
27.	<ul style="list-style-type: none"> ● Trainer to explain that after towels are washed, they will weigh approximately 50% more due to water retention. It is important to factor this in when drying items so dryers will not be overloaded ● Overloading will lead towels to be damp when the cycle is finished and will also age the towels prematurely because of increased friction in the tumbler ● Trainer should explain the problems that lint can cause in the laundry and that regular cleaning is required of all filters. This is the cause of many tumbler fires. Failure to remove lint regularly will also affect the smooth operation of the tumbler as it restricts air flow and will lead to increased drying times.

Slide

Manual feeding

Manual feeding on to the flatwork ironer involves the physical action of shaking and placing the article to be ironed on to the ironer by hand.

Using the feed ribbons as a guide, different size sheets and tablecloths are fed in by 2 operators who must smooth out the item as it passes through to be ironed.

This method is:

- Much slower than automatic feeding
- Allows more space between items so is less productive
- Dependent on quick operators.

Slide 28

Slide No

Trainer Notes

28.

Trainer to explain:

- Manual feeding is slowly being replaced by automation. When two operators each hold the sides and corners of the sheet or tablecloth, they need to ensure it remains flat as it passes through the ironer
- If they hold on to the corners of the item for too long, this may result in misshapen linen (like dog ears)
- Inspection of clean linen should take place at this stage as items are fed through the ironer
- If sheets are found to be stained or damaged at this stage, the operator can push either the “reject” button to guide that piece to a separate trolley below the ironer
- There will also be an emergency button to push should linen get jammed in the machine.

Slide

Automatic feeders

These are used for feeding sheets and tablecloths on to the flatwork ironer.

They work by:

- Placing each of two corners of the sheet or table cloths into two clips
- The clips automatically open to spread the sheet
- The sheet is drawn in to the ironer by suction
- The sheet is released from the clips and the clips are ready to be re-used.

Slide 29

Slide No	Trainer Notes
29.	<p>Trainer to explain that:</p> <ul style="list-style-type: none"> • This is a much more efficient way of feeding sheets on to the ironer as there are no spaces between sheets being ironed. Production is much higher than manual feeding and energy can be saved as the ironer is constantly ironing. There may be several automatic feeders on each ironer. Each set of feeder clips needs an operator. Automatic feeders produce approx 300 sheets per operator hour (3 feeders =900 sheets per hour). <p><i>See photo on next slide</i></p>

Slide

Automatic feeders



Slide 30

Slide No	Trainer Notes
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30.

This photo shows the automatic feeder clips:

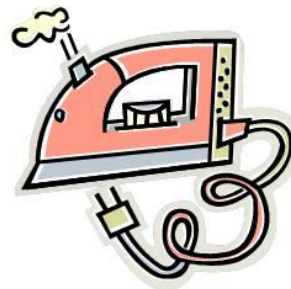
- Above the operator, you can see a sheet that is already spread and being drawn through the ironer
- The operator is already feeding the next sheet
- This machine has three spreader feeders
- Two of the three staff members are wearing gloves
- Above the operator's head, there are emergency and reject buttons in case there are stained or damaged sheets
- The sheets in the trolley at her side have been "roped" (laid out ready for ironing).

Slide

The Flatwork Ironer

The flatwork ironer is designed to iron and dry all “flatwork” in one process:

- Sheets
- Pillow cases
- Duvet covers
- Table linen
- Napkins
- Chefs aprons and Neckerchiefs
- Tea Towels.



Slide 31

Slide No	Trainer Notes
31.	<ul style="list-style-type: none"> • Trainer should explain that the flatwork ironer is one of the most important pieces of laundry equipment. It is usually connected to feeders on the front end and folders on the back end • Smaller laundries or hotels may use a roller ironer which usually has only 1 roller. Sheets are ironed and returned to the operator for manual folding. The result of manual folding is inferior to the finish that a flatwork ironer can produce and is labour intensive and slow. It is suitable for processing small items such as napkins • Flatwork ironers are most commonly heated by steam although some are heated by oil transfer. They have a series of padded rollers that roll over the linen thereby drying and ironing in one process. The speed and temperatures can be adjusted depending on what is being ironed. Thicker items will need to be ironed more slowly so that they dry. The most important point about temperature and speed that the ironer runs at is that any item should be ironed and dried in one pass • Feeding ribbons and ironing tapes guide the linen over the rollers. These need to be kept in good repair for both safety factors and linen finishes • The ironer bed must be cleaned several times a day to remove a build up of chemicals, starch, dirt and lint with a special waxed ironer cloth.

Slide

Sort linen for rewash

If items are found to be stained after the washing process:

- Investigate why
- Formulate a check list as to the action you would take to investigate this problem.



Slide 32

Slide No

Trainer Notes

32.

Class Activity 3

- Divide students into groups and have them discuss in their groups why they think linen is received stained when first received or after washing. Get them to formulate a check list as to the steps they would take to investigate the need for rewash. Bring the groups together in the class to discuss and share ideas.

Slide

Sort linen for repairs or discard

Damaged linen should be sent for either repair/remake or discard:

- Record all condemned items on a monthly basis (These will need to be replaced back into stock)
- Repair or remake linen
- Periodic checks of discards.



Slide 33

Slide No	Trainer Notes
33.	<p>Class Activity 4</p> <ul style="list-style-type: none"> ● Trainer to explain that it is wise periodically for the laundry manager to check on what is being discarded to ensure items are not being condemned prematurely ● The need to record all items condemned and taken out of service is so that these quantities are replaced back into circulation so that shortages do not occur ● Some items can be remade or repaired. The seamstresses should be trained in what is an acceptable repair and what is not. Discards can then be used for cleaning rags BUT must be marked as such either by dyeing or coloured stitching ● Suggest trainer accumulates some samples of damaged and stained linen and discusses with the students the type of abuse, misuse and damage that can occur.

Slide

Folders

These can be free standing units or attached to the flatwork ironer:

- Flatwork folder
- Single lane towel folder
- Multi lane folder
- Manual folding (by hand).



Slide 34

Slide No	Trainer Notes
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34.

Work project 3

- Trainer to arrange a visit to a **commercial laundry that processes hotel linens**
- Arrange a tour of both the drying cycles (tumblers and flatwork ironers and see both machine folding and manual folding in place)
- Review their rewash and repair service
- Have the students take photos and create a short training programme on these topics
- This photo shows the manual stacking and inspection of face washers from the huge pile behind.

Slide

Multi Lane Towel Folder 1



Slide 35

Slide No	Trainer Notes
35.	This photo shows the staff feeding towels on a multi-lane towel folder. Note the emergency button (red) on the control panel. The screen above is programmed for each client and this counts the towels.

Slide

Multi lane towel folder 2



Slide 36

Slide No	Trainer Notes
36.	This photo shows the folded towels coming off the back end of the multi lane towel folder. Note that the lanes are numbered and may be used for quality control purposes.

Slide

Count processed linen

Most folders have automatic counting devices which record units processed:

- The folder operators need to record all items folded on all machines
- The counter is turned back to zero for each customer's goods
- These records must be accurate as they will be used for invoicing.



Slide 37

Slide No	Trainer Notes
37.	<p>Trainer should explain that:</p> <ul style="list-style-type: none"> ● At the end of the day or after each customers' items have all been finished, the totals of all counts are forwarded to the office to be formatted on to the delivery docket/invoices for each customer ● When trolleys are stacked with all clean goods, the number of trolleys or bags for each customer is written on the driver's manifest and the delivery docket is the responsibility of each driver to check that the trolleys are correct against the delivery docket ● If the laundry is ON-SITE, the amount of goods processed is recorded for month's end profit and loss calculations.

Slide

Folding and stacking

All folded linens should be stacked in either piles of five or ten. Napkins are usually stacked in piles of 50:

- All items should be placed with the folded edge outside making items easier to count
- Trolleys may be stacked with only one type of item or with a mix
- This may depend on how the customer wishes to receive linen.



Slide 38

Slide No

Trainer Notes

38.

- Trainer to explain that clean folded linen should always be stacked with the folded edge outwards. This makes linen easier to handle and count. It makes storage easier because it is neat and tidy. This is very important when conducting stocktakes
- This picture shows a pile of five “stringed” towels. Below this pile are piles of sheets in the trolley ready for delivery.

Slide

Perform Dry Cleaning

Dry Cleaning involves the cleaning of items that cannot be washed in water.

Hotels may dry clean:

- Guest clothes
- Staff uniforms
- Soft Furnishings.



Slide 39

Slide No	Trainer Notes
39.	Hotels arrange to dry clean guest clothes and uniforms on a daily basis. Soft furnishings such as curtains, bedspreads, blankets etc. (Refer slide 13 special care items) may be cleaned regularly on a programme or annually when the hotel is quiet or on an ongoing basis throughout the year.

Slide

Processing guest clothes

- Collection from guest room
- Check that the bag is identified (room number)
- Record on summary sheet
- Check off all items for instructions
- Note any discrepancies and special instructions.



Slide 40

Slide No

Trainer Notes

40.

Trainer to explain that guests will call down to Housekeeping, Laundry, Porter or Reception within a hotel environment to arrange for personal laundry and dry cleaning to be collected.

If the hotel has its own dry cleaning facility collection must be co-ordinated from all parts to deliver these goods to the laundry.

If the dry cleaning is done off-site by a contractor then the hotel must designate a central point who will be responsible for documenting all guests' items. It is usually the linen room staff or the Housekeeping office who will complete the task of recording all items on a daily summary sheet and dealing with the van driver.

A copy of the guest docket will be returned to the guest when items are delivered back to the guest room.

Slide

The Daily Summary Sheet

- This is an important document as it records all packages received for processing with room numbers and names
- It is vital that information is correctly recorded
- This document will be used later in the day for charging laundry processing costs to the guest account
- Some laundries will have two separate summary sheets – one for laundry and one for dry cleaning

These forms may be in duplicate or triplicate depending on the hotels accounting systems.

Slide 41

Slide No	Trainer Notes
41.	This is self explanatory.

Slide

Sample Guest Summary sheet

The Royal Hotel DOCKET NO 1633

Guest Laundry and Dry Cleaning Summary Sheet

Date: _____ Completed by: _____

QUANTITY	POLYMARK NUMBER	ROOM NUMBER	SURNAME	LAUNDRY	DRYCLEAN	PRESS ONLY	TOTAL CHARGES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
WHITE—ACCOUNTS		BLUE—LAUNDRY COPY			YELLOW—CASHIER		

Slide 42

Slide No Trainer Notes

42.

On this all records of guest laundry are recorded. The polymark number used for each guest's clothing is marked along with their name and room number. A copy of this is kept by the laundry and a copy must go either the Reception (who will add the charge to the guest account) or Accounts (who will record the total amount to compare to the monthly invoice)

Work Project 4

Trainer to photocopy this slide and give a copy to all students. Trainer to create fictitious names and room numbers. Have the students fill out a summary sheet correctly and explain its purpose.

Slide

Mark the guest clothes

By polymarking:

- Each guest will be assigned a different polymark number
- All clothes belonging to each guest will be marked with that particular number
- The number is printed on to the tag and attached to the garments
- The polymark number is noted on the guest docket.



Slide 43

Slide No	Trainer Notes
43.	<ul style="list-style-type: none"> ● Trainer to explain that the polymark tag is to identify one guest's clothes from another after the washing or drycleaning processes. As items are pressed and finished etc. they are returned to a central packing area for identification and checking ● Marking garments is absolutely vital. Some hotels may process hundreds of bags a day and if garments were not marked, this would result in chaos!

Slide

Sorting Guest Clothes



- Checking and Polymarking
- Whites
- Colours
- Dark Colours
- Delicates
- Laundry/Drycleaning.

Slide 44

Slide No	Trainer Notes
44.	<p>Work Project 5</p> <p>Trainer to organise a range of clothing items from all categories-whites, light colours, dark colours. Some items that can be washed and others that should be dry cleaned, some with stains and some that need repair. Refer to the care labels on the garments with the care label charts</p> <p>Have the students sort out these items into the different categories and discuss.</p>

Slide

The Polymark machine



Slide 45

Slide No	Trainer Notes
45.	The coloured tag with numbers is visible on the towelling piece.

Slide

Moisture proof paper



Slide 46

Slide No

Trainer Notes

46.

This photo shows a marked moisture proof tag being attached to a shirt with a plastic tag and gun. These tags will withstand the laundering and dry cleaning processes. They can be used instead of polymark tags and are available in many different colours for different purposes.

Slide

The Spotting Board 1

All garments that have stains or spots should be spot cleaned prior to washing or being dry cleaned. These spotting chemicals include:

- A Protein spotter for blood, milk, vomit and perspiration stains
- A Tannin spotter for tea, coffee, grass, and wine stains
- A Paint, Oil and Grease spotter for lipstick, paint, oil and grease and some inks
- An ink remover for wet and dry inks
- A rust remover for iron stains and residual blood
- An all purpose spotter for general food stains, body soil as on collars and cuffs.

(Continued)

Slide 47

Slide No	Trainer Notes
47.	Trainer should explain that: <ul style="list-style-type: none"> • The untrained person should not use the spotting board. This equipment should be used only by the trained dry cleaner who will have an extensive knowledge of fibres and fabrics and also correct techniques for stain removal • Failure to observe these practises will result in extensive damage to uniforms and guest garments and can cost the company dearly by having to replace garments and pay compensation to the guest for damaged clothing • Spotting chemicals should always be tested on a small area of the garment for dye fastness prior to using.

Slide

The Spotting Board 2

The spotting board resembles an ironing board but is a metal table and consists of:

- A space to place spotting chemicals correctly labelled
- A Spotting gun
- Foot pedals (Air, steam and a vacuum)
- Spotting or tamping brushes
- Spatulas
- Drain for removal of residual chemicals and condensate.

Slide 48

Slide No	Trainer Notes
48.	<p>Trainer should explain:</p> <ul style="list-style-type: none"> • The spotting board should always be kept clean or stains may transfer on to the garments • The steam gun is used at an angle of approximately 45 to 90 degrees and approximately 10-15 cm above the fabric to avoid damage to the fabric • The nose of the table is perforated and allows drainage of the moisture • The heat and moisture can sometimes remove the stain without the use of spotting chemicals • The air pedal is used with the vacuum to help dry the stain after spotting before placing the garment into the dry cleaning machine.

Slide

The Spotting Board 3



Slide 49

Slide No	Trainer Notes
49.	<ul style="list-style-type: none">• This photo shows a typical spotting board with sleever attachment. The steam gun is attached to a hose and at the right side, the spotting chemicals are placed along with the tamping brush• The tapered end of the board has perforations through which the steam condensate passes• The fabric below is to prevent any clothes trailing on the floor whilst spotting action is in process.

Slide

Operate dry cleaning machines

There are three main types:

- Perchloroethylene
- White spirit
- Hydrocarbon.



Slide 50

Slide No

Trainer Notes

50.

Work Project 6

- Trainer to arrange a visit to a large dry cleaning plant to see the drycleaning process from sorting , pre spotting, dry cleaning and pressing
- Trainer to explain that dry cleaning is a process where the cleaning, rinsing and drying all take place in one machine
- Solvents and a dry cleaning detergent remove most soils without shrinking garments
- Solvents are recyclable through the filtration and distillation processes
- Extreme care should be taken when handling solvents and protective clothing should be worn. **Students to write a brief essay on why only a well trained operator should use the spotting board and dry cleaning machines.**

Slide

Dry cleaning machines



Slide 51

Slide No	Trainer Notes
51.	This photo shows a bank of dry cleaning machines. In the foreground, the trolleys have the spring scale attachment at the top so that overloading of the machine does not occur.

Slide

Perform shirt pressing 1

After the dry cleaning and washing processes, items are pressed on a series of presses:

- Collar and cuff
- Sleever
- Shirt former
- Shirt folding machine.



Slide 52

Slide No	Trainer Notes
52.	<p>Trainer to explain that pressing of garments is done after the items have been washed or dry cleaned. Shirts are done on a series of presses - collar and cuff, sleever, and shirt former. Cotton shirts must be pressed when damp. Polyester and cotton blends can be finished in a tunnel press:</p> <ul style="list-style-type: none"> ● This photo shows a shirt laid out ready for the heads of the press to be lowered on to the shirt for pressing the collar and cuffs. Note that there are 2 green buttons to close the press. This is a safety feature and prevents the operator placing hands in danger as it requires both hands to operate ● For many laundries shirts are the most common items for washing ● Pressing of shirts is very labour intensive (approx 55 shirts per operator hour).

Slide

Perform shirt pressing 2

After the collar and cuffs are finished, the shirt sleeves are pressed.



Slide 53

Slide No	Trainer Notes
53.	<ul style="list-style-type: none">• Trainer to explain: The sleeves of the shirt are placed on to the sleeve roller and the cuffs are clipped at the top. The sleeves are lowered in to the cabinet and steamed• Note again the 2 green buttons at either side for closing the machine. The red button is for opening and the foot pedal is for operating steam and air.

Slide

Perform shirt pressing 3

The final stage of shirt pressing is on the shirt former.



Slide 54

Slide No	Trainer Notes
54.	<ul style="list-style-type: none">• The final stage of shirt pressing is the shirt former. The shirt is placed on the former. The front of the shirt is clipped at the bottom and the front edges straightened. The former has cut outs on the arms to prevent wrinkling on the shoulder area and under the arms• The former (or buck) is then placed into the steam chamber for the final process. This photo shows a chefs jacket but the process is the same.

Slide

Inspection of garments

All processed items should be checked for:

- Stains
- Pressing quality
- Repairs have been completed
- Items have been folded or placed on hangers as per guest request.



Slide 55

Slide No	Trainer Notes
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55.

Inspection is very important. If garments are not free of stains or pressed well then guests may complain. If any items are found on inspection requiring rewash or repress, then it must be done. Guest complaints will result in loss of business and may lead to guests seeking compensation for items.

Slide

Packaging

- After final inspection, items are matched to the guest docket using the polymark tags and then wrapped or packaged as per the company procedure.
- Items are then delivered back to the guest room.



Slide 56

Slide No	Trainer Notes
56.	Trainer to explain that all hotels or laundries have their own packaging. This may be plastic, wire or cardboard hangers, polytube bag, shirt card, plastic bags, cardboard boxes or baskets. This all helps in the presentation. Five Star hotels would have a higher standard of packaging and promotional material than a 2 star property and the laundry/dry cleaning charges will be higher.

Slide

Complete and maintain internal laundry records

- Production records
- Personnel records
- Machine records
- Chemical costs
- All financial records
- Linen stocktakes
- Purchases.



Slide 57

Slide No	Trainer Notes
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57.

Trainer to expand on all of these points (see Trainee manual for extra details). Explain why it is important to keep all such records.

Slide

Complete and maintain external laundry records

- Delivery docket
- Invoices
- Guest summary sheets
- Guest docket
- Customer complaints.



Slide 58

Slide No	Trainer Notes
58.	<p>Trainer to expand on these records. These are customer records which will affect the profitability of the laundry operation if not handled in a timely manner.</p> <p>Work project 7</p> <p>Trainer to arrange a dry cleaning operator to talk to students about the importance of keeping necessary records and the sort of complaints and claims they receive. Students should then create a policy on handling dry cleaning and laundry complaints including a section on compensation.</p>

Slide

Undertake maintenance functions

Preventative maintenance programmes must be in place:

- Regular inspections of all machines
- Regular lubrication of all machine parts
- Regular cleaning of all laundry areas
- Reporting of problems and hazards by laundry staff.



Slide 59

Slide No	Trainer Notes
59.	<ul style="list-style-type: none"> ● Trainer to explain that it is much better to have a preventative maintenance programme in place than wait until a machine has broken down. Regular maintenance will prevent breakdowns and inconvenience to all parties. If production of linen is delayed because of machine breakdowns, then there will be a need for catch up which will cost more in labour hours worked. Regular maintenance is planned and ongoing every day ● Staff should also report problems they experience when operating machines.

Slide

Machine Maintenance Manual

- Will be one for each machine
- Will tell frequency of inspections and what to inspect daily weekly etc.
- Possible problems
- Spare part numbers
- Type of lubricants to use, where and how often.

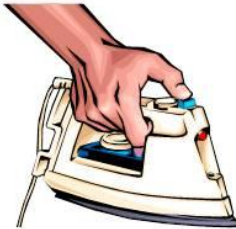


Slide 60

Slide No	Trainer Notes
60.	This slide is self-explanatory.

Slide

Machine Record Card



- Have a record card for each machine/piece of equipment
- Record all maintenance completed including inspections and lubrication
- Model number/date of purchase/ warranty details
- Manufacturer's name
- Spare parts stocked.

Slide 61

Slide No	Trainer Notes
61.	Work Project 8 Trainer to have each student design a machine record card for a specific piece of machinery that they use.

Slide

Maintenance of Laundry Machines



- Record all completed maintenance to comply with the warranty and manufacturer's instructions.

Slide 62

Slide No	Trainer Notes
62.	Trainees to find a sample of a Warranty Card and Manufacturer's Instructions.

Slide

Scheduling Maintenance

- Throughout the day
- Overnight
- Quiet periods.



Slide 63

Slide No	Trainer Notes
63.	<ul style="list-style-type: none"> • Trainer to explain that regular preventative maintenance on a daily basis is better. Other larger tasks may have to be scheduled when the laundry plant is closed and all machinery is switched off. It is better not to have machines out of order at any time but in reality this is not possible • If using professional maintenance staff (outside contractors), then it may be necessary to close off some machines through the day and reschedule the laundry operation and its staff. These people may not be willing to work overnight and if they do the cost may be prohibitive.

Slide

Personal Health and Safety in the Laundry



- Wear safety shoes/slip resistant soles
- Do not wear jewellery
- No zips on uniforms
- Long hair should be tied back
- Wash hands regularly.

Slide 64

Slide No	Trainer Notes
64.	And finally, the trainer should summarise all health and safety matters and should expand on all those already mentioned in the Trainee Manual. Jewellery can get hot and burn as can metal zips on uniforms. Long hair should be tied back so that it cannot get caught in machinery but it is also so that hair does not fall on to clean linen. Good shoes are important in the laundry as there is a chance there will be water on the floor from time to time.

Slide

Health and Safety in the Laundry2

- Wear gloves when handling heavily soiled linen/guest clothes
- Do Not eat or drink
- Cover cuts with band aids
- Mop up spills immediately and never stand in water
- Do not remove machine guards
- Do Not Run
- Use chemicals correctly
- Correct Manual Handling Techniques
- Drink plenty of fluids
- Wear earplugs
- Report hazards/faults
- Regular maintenance of equipment
- Never place hands near moving parts.

Slide 65

Slide No	Trainer Notes
65.	Trainer to discuss all of the above points with trainees.

Recommended training equipment

- List of local linen wholesale suppliers
- List of hotels with an on -site laundry
- List of off – site commercial laundries which process hotel linens
- List of dry cleaning plants
- List of dry cleaning suppliers
- Access to a some of the above for training
- Red “soluble” bags
- Laundry bags
- Gloves, masks and gowns to demonstrate protective clothing
- Samples of hotel linens as per slide 11 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 and
 - Some that need repair and some with definite stains
- Chemical wall charts
- Chemicals MSDS
- Chemical technical bulletins
- Copies of linen stock take procedures
- Health and Safety regulations as they relate locally
- Job descriptions for all positions
- Machine manuals.

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.

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