



Clean premises and equipment

D2.TTO.CL4.03

Assessor Manual



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Assessor Manual



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& hospitality

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Competency Based Assessment (CBA) – An Introduction for Assessors

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

Suggested Assessment Methods

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

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

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

Alternative Assessment Methods

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

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

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes

- Case studies
- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

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

Selection of Assessment Methods

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

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

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

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

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

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

Assessing Competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

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

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

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

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

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

Code of Practice for Assessors

This Code of Practice provides:

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

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

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

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

Preparation

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

Briefing Checklist

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

Checklist for Assessors

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

Instructions for Recording Competency

Specifications for Recording Competency

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

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

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):
 “At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.
 These work projects are part of the formal assessment for the unit of competency titled X:
- You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
- You are required to compile information in a format that you feel is appropriate to the assessment
- Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

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

We have 60 minutes for this assessment.

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

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

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

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

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

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

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

We have X time for this assessment:

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

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

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

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

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

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

The Third Party must:

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

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

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

Competency standard

UNIT TITLE: CLEAN PREMISES AND EQUIPMENT		NOMINAL HOURS: 25
UNIT NUMBER: D2.TTO.CL4.03		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to clean premises and equipment.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare to clean</p> <p>1.1 Select the <i>cleaning equipment</i> to be used</p> <p>1.2 Select the <i>cleaning agents</i> to be used</p> <p>1.3 Select the <i>protective clothing</i> to be used</p> <p>1.4 Check operation and safety of equipment that has been selected</p> <p>Element 2: Apply wet area cleaning techniques</p> <p>2.1 Assess areas to be cleaned</p> <p>2.2 Prepare worksite</p> <p>2.3 Clean wet areas</p> <p>2.4 Tidy worksite</p> <p>2.5 Clean, check and store equipment and chemicals</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 the cleaning of offices as well as the interiors and exteriors of vehicles that are used on tours, within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Housekeeping 2. Tour operation <p><i>Cleaning equipment</i> may include:</p> <ul style="list-style-type: none"> • Electrically operate equipment including scrubbers, polishers and vacuum cleaners • Mops, buckets and brooms • Buckets • Dusters • Pans • Garbage receptacles. 	

<p>Element 3: Apply dry area cleaning techniques</p> <p>3.1 Assess areas to be cleaned</p> <p>3.2 Prepare worksite</p> <p>3.3 <i>Clean dry areas</i></p> <p>3.4 Tidy worksite</p> <p>3.5 Clean, check and store equipment and chemicals</p> <p>Element 4: Apply pressure washing techniques</p> <p>4.1 <i>Assess area to be pressure washed</i></p> <p>4.2 Prepare worksite</p> <p>4.3 <i>Clean areas using pressure washer</i></p> <p>4.4 Tidy worksite</p> <p>4.5 Clean, check and store equipment and chemicals</p> <p>Element 5: Apply ceilings, surfaces and fittings cleaning techniques</p> <p>5.1 <i>Assess ceilings, surfaces and fittings to be cleaned</i></p> <p>5.2 Select appropriate equipment and chemicals</p> <p>5.3 Prepare worksite</p> <p>5.4 <i>Clean ceilings, surfaces and fittings</i></p> <p>5.5 Tidy worksite</p> <p>5.6 Clean, check and store equipment and chemicals</p>	<p><i>Cleaning agents</i> may include:</p> <ul style="list-style-type: none"> • General and spot cleaning agents • Window and glass cleaners • Disinfectants • Pesticides • Deodorisers • Furniture and floor polishes. <p><i>Protective clothing</i> may include:</p> <ul style="list-style-type: none"> • Overalls • Jackets • Aprons • Goggles and masks • Gloves and gauntlets • Waterproof clothing and footwear • Headwear • Sun protection. <p><i>Assess areas</i> may include:</p> <ul style="list-style-type: none"> • Identifying areas to be cleaned using wet or dry cleaning techniques and confirming suitability for this type of cleaning • Identifying soil type • Confirming condition of equipment in and condition of area to be cleaned • Confirming condition of vehicle to be cleaned • Assessing graffiti damage • Selecting the most appropriate cleaning techniques.
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Prepare worksite may include:

- Placing physical barriers and safety signage
- Moving and removing furniture and fittings
- Notifying other staff and patrons
- Moving vehicle to safe location
- Cooperating with others to minimise interruption
- Covering equipment and items with protective material and/or drop cloths
- Identifying and complying with relevant in-house policies, procedures or other emerging needs.

Clean wet areas may include:

- Removing loose dust
- Treating heavy soil
- Treating graffiti
- Mopping
- Hosing
- Pre-spraying
- Scrubbing
- Spot cleaning
- Wet wiping.

Tidy worksite may include:

- Disposing of collected soil and waste
- Complying with all environmental requirements
- Replacing furniture and fittings

- Returning vehicle to designated location
 - Removing signage and barriers.
- Clean, check and store* may include:
- Cleaning equipment that has been used
 - Cleaning personal protective equipment and clothing that has been used, as appropriate
 - Conducting safety checks on equipment
 - Undertaking basic preventative maintenance and basic repairs on equipment
 - Storing equipment in accordance with enterprise requirements
 - Storing chemicals in accordance with legislated requirements and enterprise requirements
 - Replenishing consumables.
- Clean dry areas* may include:
- Dusting
 - Dry mopping
 - Vacuum cleaning
 - Polishing
 - Sweeping.
- Assess area to be pressure washed* may include:
- Identifying areas to be pressure washed and confirming suitability for this type of cleaning
 - Identifying soil type
 - Identifying vehicle/s to be pressure washed
 - Identifying surface type, brick, car park, concrete, entertainment seating, external walls, gutters and fascia boards, awnings and facades, painted surfaces, steps and stairwells
 - Confirming condition of equipment in and condition of area to be cleaned.

	<p><i>Clean areas using pressure washer may include:</i></p> <ul style="list-style-type: none">• Covering items to protect them• Securing items against movement and damage• Detailing and hand washing• Pre-spraying• Pressure water blasting• Rinsing• Ensuring removal of all dirt and mud from the underneath of vehicles. <p><i>Assess ceilings, surfaces and fittings may relate to:</i></p> <ul style="list-style-type: none">• Identifying type of ceiling to be cleaned including flat, suspended or raked; hard or absorbent, vehicles• Identifying type of surface to be cleaned including painted, wood, brick, metal and the interior and exterior of vehicles• Identifying fittings to be cleaned including cameras, ceiling fans, lights, smoke detectors, speakers, sprinkling systems, televisions, vents and grilles and the interiors and exteriors of vehicles• Identifying soil type. <p>Assessment Guide</p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none">• Enterprise policies and procedures in regard to occupational health, safety and welfare
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- Principles of duty of care towards tour group members, members of the public and co-workers
- Ability to use a variety of cleaning techniques and cleaning items
- Safe chemical and manual handling skills
- Negotiation, communication and problem solving skills
- Arithmetic skills
- Knowledge of internal reporting and emergency response requirements
- Waste handling techniques including safe disposal of dangerous material, chemicals and bio-waste
- Planning and adapting skills to enable cleaning activities at the preferred times.

Linkages To Other Units

- Clean and maintain industrial work area and equipment
- Implement occupational health and safety procedures
- Maintain tourism vehicles in safe and clean operational condition.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of safe chemical storing and handling conditions
- Demonstrated ability to calculate correct dilution and usage rates
- Demonstrated ability to assess and prepare work areas
- Demonstrated ability to perform nominated wet cleaning activities using designated equipment in a range of wet cleaning environments that must include a vehicle
- Demonstrated ability to perform nominated dry cleaning activities using designated equipment in a range of dry cleaning environments that must include a vehicle

- Demonstrated ability to perform pressure washing activities using designated equipment in a range of pressure washing environments that must include a vehicle
- Demonstrated ability to perform nominated ceiling, surface and fittings cleaning activities using designated equipment in a range of office and vehicle environments.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace delivery of a nominated range of cleaning activities.

Resource Implications

Training and assessment must include the use of real cleaning equipment and cleaning agents/chemicals.

Assessment Methods

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

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

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

	Key Competencies	Level	Examples
	Collecting, organising and analysing information	2	Reading instructions, labels and cleaning schedules
	Communicating ideas and information	1	Reporting cleaning issues to others
	Planning and organising activities	2	Scheduling cleaning and maintenance activities
	Working with others and in teams	1	Liaising with other staff to address identified needs and problems; undertaking cleaning activities to support emerging workplace demands
	Using mathematical ideas and techniques	2	Calculating dilution rates for chemicals and cleaning agents
	Solving problems	1	Identifying soil types and surfaces to be cleaned
	Using technology	1	Operating cleaning equipment

Oral questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Clean premises and equipment D2.TTO.CL4.03
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Identify five items of cleaning equipment you have used and explain what each item may be used for.	<input type="checkbox"/>	<input type="checkbox"/>
2. Name five cleaning agents, identify what they may be used for and describe how each is/may be used.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Name three different cleaning tasks and identify the protective clothing and equipment needed to safely complete each.	<input type="checkbox"/>	<input type="checkbox"/>
4. For the five items of cleaning equipment you identified in your answer to Question 1 describe how you would check them to ensure they are operating correctly and are safe to use.	<input type="checkbox"/>	<input type="checkbox"/>
5. What is involved in assessing an area to be wet cleaned?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Describe an area which requires wet cleaning and describe how you would prepare it for cleaning.	<input type="checkbox"/>	<input type="checkbox"/>
7. Describe the activities involved in wet cleaning the area identified in your answer to the previous question.	<input type="checkbox"/>	<input type="checkbox"/>
8. What is involved in tidying a worksite where wet cleaning has been undertaken so it is ready to be returned to service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What is involved in cleaning the equipment used in wet cleaning the area in your earlier answer (Question 6)?	<input type="checkbox"/>	<input type="checkbox"/>
10. Identify a public area and explain what you would take into account when assessing the area prior to applying dry cleaning techniques.	<input type="checkbox"/>	<input type="checkbox"/>
11. How would you prepare a worksite for dry cleaning?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Identify and describe three techniques which may be used when dry cleaning an area.	<input type="checkbox"/>	<input type="checkbox"/>
13. For the public area identified earlier (Question 10) explain what would be involved in tidying the area to return it back to service.	<input type="checkbox"/>	<input type="checkbox"/>
14. What checks would you make on the equipment used to dry clean the public area identified above prior to returning it to storage?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What would you take into account prior to pressure washing an area?	<input type="checkbox"/>	<input type="checkbox"/>
16. Describe the actions you might take to prepare an area ready for pressure washing.	<input type="checkbox"/>	<input type="checkbox"/>
17. Describe how to use/operate a pressure washer highlighting specific techniques which apply and relevant safety precautions.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What is involved in tidying an area which has been pressure washed so it can be returned to service?	<input type="checkbox"/>	<input type="checkbox"/>
19. Explain what is involved in storing a pressure washer after use.	<input type="checkbox"/>	<input type="checkbox"/>
20. Identify a surface and explain how you would assess it prior to cleaning.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. What factors would you take into account when selecting equipment and chemicals to clean a ceiling?	<input type="checkbox"/>	<input type="checkbox"/>
22. What is involved in preparing a worksite prior to cleaning a ceiling?	<input type="checkbox"/>	<input type="checkbox"/>
23. Describe three fittings which may be found in a public area and describe how to clean each identifying the cleaning chemicals and equipment you would use.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. What would be involved in tidying an area where the ceiling has been cleaned prior to returning the room to service?	<input type="checkbox"/>	<input type="checkbox"/>
25. Why is it important to clean, check and store cleaning equipment after it has been used?	<input type="checkbox"/>	<input type="checkbox"/>

Written questions

Clean premises and equipment – D2.TTO.CL4.03

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. List three large items of cleaning equipment.

2. List three small items of cleaning equipment.

3. List four 'ancillary items' which may be needed to assist with cleaning activities.

4. Give four examples of specialist/speciality detergents.

5. What do solvent-based detergents do?

6. What type of chemical has a strong scent and is used to destroy disease-carrying micro-organisms?

7. What is the role of a sanitiser?

8. Give five examples of PPE and clothing.

9. Describe four examples of basic checks which should be made to ensure the safety and correct operation of cleaning equipment to be used.

10. What three activities should be combined when assessing areas to be cleaned?

11. Identify four considerations which should be taken into account when assessing an area for cleaning.

12. Describe six standard activities which may need to be undertaken on arrival at a worksite before cleaning commences.

13. Identify and describe one 'wet' cleaning technique.

14. List six activities which may be involved in tidying a worksite and returning the area to service.

15. Identify one item which may be used when undertaking 'wet' cleaning and describe how to clean and check it after use.

16. Identify and describe one 'dry' cleaning technique.

17. Identify one item which may be used when undertaking 'wet' cleaning and describe how to clean and check it after use.

18. What are the three key pre-requisites underpinning use of a pressure washer?

19. Identify six important practical operational points when operating a pressure washer.

20. Identify six activities required when tidying a worksite and returning it to service after pressure washing.

21. Identify a surface or fitting and describe the activities required for cleaning it.



Answers to written questions

Clean premises and equipment – D2.TTO.CL4.03

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

1. List three large items of cleaning equipment.

- Vacuum cleaner
- Carpet shampooer
- Polisher
- Floor machine
- Sweeper
- Scrubber
- Pressure washer.

2. List three small items of cleaning equipment.

- Mops
- Brooms
- Brushes
- Dustpan
- Clothes
- Sponges
- Buckets.

3. List four ‘ancillary items’ which may be needed to assist with cleaning activities.

- Electrical extension cords
- Keys or cards
- Communication devices
- Trolleys, caddies, carry-alls and baskets
- Door stops
- Scouring pads and scrapers
- Spray bottles
- Step ladders
- Towels and rags.

4. Give four examples of specialist/speciality detergents.

- A range of floor and carpet cleaning needs
- Stripping and re-sealing products for hard floor surfaces
- Windows and glass
- Stainless steel
- Leather
- Aluminium
- Toilets
- Various laundry uses
- Cleaning specific equipment and areas – such as rubbish bins, smokehouses, vehicles, furniture polishes.

5. What do solvent-based detergents do?

Dissolve heavy grease and oil.

6. What type of chemical has a strong scent and is used to destroy disease-carrying micro-organisms?

Disinfectant.

7. What is the role of a sanitiser?

Sanitisers are used to kill bacteria/micro-organisms and/or reduce their numbers to a safe level.

8. Give five examples of PPE and clothing.

- Overalls and jackets
- Aprons
- Gloves and gauntlets
- Cotton glove inserts
- Breathing apparatus
- Waterproof clothing and footwear/rubber boots
- Eye protection, goggles, safety glasses and face masks
- Ear/hearing protection
- Enclosed shoes and steel-capped boots
- Safety hats/hard hats, headwear and helmets – food handlers also use hairnets and beard nets
- High-visibility vests
- Uniform.

9. Describe four examples of basic checks which should be made to ensure the safety and correct operation of cleaning equipment to be used.

The following is indicative of checks to be made:

- Equipment does not have any jagged parts or sharp edges – which can cause injury
- Damage/normal 'wear and tear' to equipment has not affected its operational safety
- Check and clean the exterior of cleaning equipment – to enhance presentation and project a positive image for the company when seen by patrons: cleaning equipment must be clean
- Ensure mop head looks presentable – customers will be able to see these when working in public areas and may infer a lack of cleanliness in other parts of the establishment
- Buckets should be free of leaks, not smelly and have secure handles
- Check and clear around the rollers on mop buckets to avoid the build-up of debris and fibres from the mop
- Items to be used need to be sufficient in number – there needs to be enough cleaning cloths, disposable gloves or other resources to get the job done
- Items must be appropriate for task – many instances of damage or injury have resulted from trying to complete a cleaning job without the right tools
- Make sure all necessary attachments (for vacuum cleaners, polishers, washers) are taken before leaving the cleaning store to enable all planned tasks to be completed – this saves time and effort
- All electrically-powered and battery-powered items must be used strictly in accordance with manufacturer's instructions – if this is unknown read the instructions or ask an experienced staff member to explain/demonstrate what to do
- A standard check with any piece of electrical equipment is to ensure the electrical cord is safe to use – not frayed or broken and with no wires exposed
- Make sure battery-operated equipment is adequately charged before using it.

10. What three activities should be combined when assessing areas to be cleaned?

- Looking at the area/job – visually inspecting the area
- Talking to people who have input to make about the area/items to be cleaned – or who have responsibility for the area
- Using personal knowledge and experience as key reference points for determining and evaluating what needs to be done.

11. Identify four considerations which should be taken into account when assessing an area for cleaning.

- Extent of work to be done
- Duration of job
- Discussion with relevant others
- Level of customers/traffic/usage
- Complexity of job
- Most effective cleaning technique/s
- Resources required
- Condition of items/equipment in the area
- Vehicle inspection
- Weather conditions
- Work flow.

12. Describe six standard activities which may need to be undertaken on arrival at a worksite before cleaning commences.

- Notifying 'required' persons cleaning is about to start
- Emptying ashtrays
- Cleaning, wiping and polishing ashtrays as required to optimise appearance
- Picking up loose litter
- Picking up 'lost and found' items
- Emptying rubbish containers
- Erecting appropriate warning signs in the location being cleaned
- Moving and removing furniture and fittings as required
- Moving a vehicle which has to be cleaned to a safe location or designated cleaning/washing bay
- Understanding organisation-specific directions/instructions applicable to the job
- Putting on and/or using necessary PPE and clothing for the job to be done.

13. Identify and describe one 'wet' cleaning technique.

No model answer – response will depend on example chosen by student.

14. List six activities which may be involved in tidying a worksite and returning the area to service.

- Tidying the area:
 - Removing drop sheets and protective cloths/materials
 - Arranging/re-arranging the furniture
 - Placing items in designated/assigned areas
 - Returning excess items to other/storage areas or to their correct location
 - Removing warning signs/cones and other barriers or tapes
 - Removing cleaning equipment, carts, materials and cleaning chemicals
 - Performing final 'touch-ups'
- Finalising the job – such as placement of products, re-stocking of essential requisites, spraying room freshener/deodorant
- Inspecting the area
- Returning the area to operational status
- Disposing of soil and waste
- Returning vehicles to designated locations
- Recording completion of cleaning
- Dealing with lost and found items.

15. Identify one item which may be used when undertaking 'wet' cleaning and describe how to clean and check it after use.

No model answer – response will depend on example chosen by student.

16. Identify and describe one 'dry' cleaning technique.

No model answer – response will depend on example chosen by student.

17. Identify one item which may be used when undertaking 'wet' cleaning and describe how to clean and check it after use.

No model answer – response will depend on example chosen by student.

18. What are the three key pre-requisites underpinning use of a pressure washer?

- Training
- Supervised practice.

19. Identify six important practical operational points when operating a pressure washer.

- Always follow internal protocols
- Adhere to manufacturer instructions and warnings
- Always use common sense
- Do not play with the equipment
- Never point the jet at anyone
- Do not direct strong streams towards glass doors or windows
- Be careful of directing a concentrated stream in the one place for 'too long'
- Stay focused – concentrate on the work to be done
- Maintain situational awareness – pay attention to surroundings.
- Never use a pressure washer when standing on a ladder
- When using an electrically-operated machine pay special attention to ensuring the power cord is controlled so it is kept out of standing water
- Never be afraid to ask for help if faced with a difficult or unique situation
- Make sure items not being pressure washed are protected/covered
- Move items which cannot be covered to protect them from damage
- Pick up all loose/large items of litter/rubbish
- Flush the system prior to using it
- Ensure most appropriate/correct nozzle is fitted
- Pre-spray areas to be cleaned
- Hold the tip of the lance/the nozzle approximately 60cms to one metre from the surface to begin with
- Spray at about a 45° angle
- Move the spray in a gentle and rhythmical sideways motion
- Vary pressure, water flow, detergent, angle, distance, duration and nozzle setting as required to achieve optimum results
- Work from top to bottom on vertical surfaces
- Spray wooden surfaces in a downward arc
- Avoid spraying cracked/damaged surfaces
- Supplement pressure washing with other techniques
- Rinse after cleaning with detergent has occurred.

20. Identify six activities required when tidying a worksite and returning it to service after pressure washing.

- Cleaning drainage holes/grates
- Conducting a final visual inspection of the job – and undertaking any follow-up cleaning as required
- Drying the area with mops or clothes or allowing it to air dry
- Removing any protective cloths or similar which were installed to keep areas/products dry during the pressure washing process
- Returning any items which were removed back to their original position
- Turning 'on' any items which were turned 'off' – as/if required
- Advising staff and supervisors (as required) the cleaning job is complete
- Opening the area up unlocking/opening doors and gates, taking down chains and removing barricades
- Taking away safety signage which was put in place
- Returning vehicles to designated locations
- Recording completion of cleaning
- Dealing with lost and found items.

21. Identify a surface or fitting and describe the activities required for cleaning it.

No model answer – response will depend on example chosen by student.

Observation checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Clean premises and equipment D2.TTO.CL4.03
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Prepare to clean b) Apply wet area cleaning techniques c) Apply dry area cleaning techniques d) Apply pressure washing techniques e) Apply ceilings, surfaces and fittings cleaning techniques 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Prepare to clean		
Select the cleaning equipment to be used	<input type="checkbox"/>	<input type="checkbox"/>
Select the cleaning agents to be used	<input type="checkbox"/>	<input type="checkbox"/>
Select the protective clothing to be used	<input type="checkbox"/>	<input type="checkbox"/>
Check operation and safety of equipment that has been selected	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Apply wet area cleaning techniques		
Assess areas to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Prepare worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean wet areas	<input type="checkbox"/>	<input type="checkbox"/>
Tidy worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 3: Apply dry area cleaning techniques		
Assess areas to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Prepare worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean dry areas	<input type="checkbox"/>	<input type="checkbox"/>
Tidy worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Apply pressure washing techniques		
Assess area to be pressure washed	<input type="checkbox"/>	<input type="checkbox"/>
Prepare worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean areas using pressure washer	<input type="checkbox"/>	<input type="checkbox"/>
Tidy worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Element 5: Apply ceilings, surfaces and fittings cleaning techniques		
Assess ceilings, surfaces and fittings to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean ceilings, surfaces and fittings	<input type="checkbox"/>	<input type="checkbox"/>
Tidy worksite	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Third Party Statement

Student name:			
Name of third party:		Contact no:	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Clean premises and equipment D2.TTO.CL4.03		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Selects cleaning equipment, cleaning agents and protective clothing to be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks operation and safety of selected equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses and prepares and wet and dry areas, areas to be pressure washed, ceilings surfaces and fittings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies cleaning techniques for wet and dry areas, pressure washing and cleaning of ceilings, surfaces and fittings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans, checks and stores equipment and chemicals after cleaning activities have been completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency recording sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Clean premises and equipment	D2.TTO.CL4.03
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Prepare to clean						
Select the cleaning equipment to be used						
Select the cleaning agents to be used						
Select the protective clothing to be used						
Check operation and safety of equipment that has been selected						
Element 2: Apply wet area cleaning techniques						
Assess areas to be cleaned						
Prepare worksite						
Clean wet areas						
Tidy worksite						
Clean, check and store equipment and chemicals						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Apply dry area cleaning techniques						
Assess areas to be cleaned						
Prepare worksite						
Clean dry areas						
Tidy worksite						
Clean, check and store equipment and chemicals						
Element 4: Apply pressure washing techniques						
Assess area to be pressure washed						
Prepare worksite						
Clean areas using pressure washer						
Tidy worksite						
Clean, check and store equipment and chemicals						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 5: Apply ceilings, surfaces and fittings cleaning techniques						
Assess ceilings, surfaces and fittings to be cleaned						
Select appropriate equipment and chemicals						
Prepare worksite						
Clean ceilings, surfaces and fittings						
Tidy worksite						
Clean, check and store equipment and chemicals						
Candidate signature:			Date:			
Assessor signature:			Date:			

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