



Clean public areas, facilities and equipment

D1.HHK.CL3.02

Assessor Manual



Clean public areas, facilities and equipment

D1.HHK.CL3.02

Assessor Manual



William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality

Project Base

William Angliss Institute of TAFE

555 La Trobe Street
Melbourne 3000 Victoria

Telephone: (03) 9606 2111

Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writer: Nick Hyland
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, Jirayu Thangcharoensamut, Kaly Quach

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

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 the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2012.

All rights reserved.

Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: AM_Clean_public_areas_facilities_&_equipt_refined

Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard	11
Oral Questions	21
Written Questions	37
Answers to Written Questions	45
Observation Checklist	55
Third Party Statement	59
Competency Recording Sheet	63

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
- 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

	Tick (✓)	Remarks
Prior to the assessment I have:		
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.		

	Tick (✓)	Remarks
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 PUBLIC AREAS, FACILITIES AND EQUIPMENT		NOMINAL HOURS: 60 hours
UNIT NUMBER: D1.HHK.CL3.02		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to clean public areas, facilities and equipment, including nominated external areas.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Apply leather upholstery cleaning techniques</p> <p>1.1 Assess <i>leather upholstery</i> to be cleaned</p> <p>1.2 Select <i>appropriate equipment and chemicals</i></p> <p>1.3 Prepare work site</p> <p>1.4 Clean upholstery</p> <p>1.5 Tidy work site</p> <p>1.6 Clean, check and store equipment and chemicals</p> <p>Element 2: Apply fabric upholstery cleaning techniques</p> <p>2.1 Assess <i>fabric upholstery</i> to be cleaned</p> <p>2.2 Select appropriate equipment and chemicals</p> <p>2.3 Prepare work site</p> <p>2.4 Clean upholstery</p> <p>2.5 Tidy work site</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that clean public areas, facilities and equipment within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Housekeeping.</p> <p>The cleaning of public areas, facilities and equipment may apply to:</p> <ul style="list-style-type: none"> • Foyers, corridors, waiting areas and entrance areas • Car parks, footpaths and external walkways • Internal and external entertainment areas • Facilities in public areas, such as tables and chairs, pianos, elevators and escalators, doors and windows • Delivery bays • Swimming pool areas • Garden areas. 	

<p>2.6 Clean, check and store equipment and chemicals</p> <p>Element 3: Apply glass surfaces cleaning techniques</p> <p>3.1 Assess <i>glass areas</i> to be cleaned</p> <p>3.2 Select appropriate equipment and chemicals</p> <p>3.3 Prepare work site</p> <p>3.4 <i>Clean glass areas</i></p> <p>3.5 Tidy work site</p> <p>3.6 Clean, check and store equipment and chemicals</p> <p>Element 4: Apply ceilings, surfaces and fittings cleaning techniques</p> <p>4.1 Assess <i>ceilings, surfaces and fittings areas</i> to be cleaned</p> <p>4.2 Select appropriate equipment and chemicals</p> <p>4.3 Prepare work site</p> <p>4.4 <i>Clean ceilings, surfaces and fittings</i></p> <p>4.5 Tidy work site</p> <p>4.6 Clean, check and store equipment and chemicals</p> <p>Element 5: Apply wet area cleaning techniques</p> <p>5.1 Assess <i>wet areas</i> to be cleaned</p> <p>5.2 Select appropriate equipment and chemicals</p> <p>5.3 Prepare work site</p> <p>5.4 <i>Clean wet areas</i></p> <p>5.5 Tidy work site</p> <p>5.6 Clean, check and store equipment and chemicals</p>	<p><i>Assess leather upholstery</i> may include:</p> <ul style="list-style-type: none"> • Determining style, condition and coloration • Identifying type of soil • Selecting the most appropriate cleaning techniques, including conducting spot testing. <p><i>Appropriate equipment and chemicals</i> will vary between each type of cleaning to be undertaken and will depend on the assessment of the individual job, but may include:</p> <ul style="list-style-type: none"> • Personal protective equipment and clothing • Specialist leather products/agents and leather cleaning kits • Barrier paper, cleaning screens, cloths and towelling, sponges, drop sheets, chamois • Hoses • Ladders and mechanical devices for high level cleaning • Measuring equipment and dilution/preparation of chemicals in accordance with manufacturer's instructions • Selected tools and hand tools • Mechanical and electrical equipment • Checking safety and operational readiness of items, including adjustment of items to suit intended work • Safety signage • Cleaners and chemicals, including acid, alkaline, neutral and solvent cleaners. <p><i>Prepare work site</i> may include:</p> <ul style="list-style-type: none"> • Covering items to protect them • Securing items against movement and damage • Placement of physical barriers and safety signage
---	--

<p>Element 6: Apply pressure washing techniques</p> <p>6.1 Assess area to be pressure washed</p> <p>6.2 Select appropriate equipment and chemicals</p> <p>6.3 Prepare work site</p> <p>6.4 Clean areas using pressure washer</p> <p>6.5 Tidy work site</p> <p>6.6 Clean, check and store equipment and chemicals</p> <p>Element 7: Apply high level cleaning techniques</p> <p>7.1 Assess high level areas to be cleaned</p> <p>7.2 Select appropriate equipment and chemicals</p> <p>7.3 Prepare work site</p> <p>7.4 Clean high level areas</p> <p>7.5 Tidy work site</p> <p>7.6 Clean, check and store equipment and chemicals</p>	<ul style="list-style-type: none"> • Moving and removing furniture and fittings • Notifying other staff and patrons • Cooperating with others to minimize interruption • Covering equipment, items, etc, with protective material, drop cloths, etc • Identifying and complying with relevant in-house policies, procedures, or other emerging needs. <p><i>Clean upholstery</i> may include:</p> <ul style="list-style-type: none"> • Removing soil • Applying topical treatments as required • Using personal protective equipment and clothing as required • Adhering to internal work practices, job breakdown sheets and training • Complying with all legal requirements of the host country • Following manufacturer's instructions in the use of chemicals and equipment. <p><i>Tidy work site</i> may include:</p> <ul style="list-style-type: none"> • Disposing of collected soil and waste • Complying with all environmental requirements • Replacing furniture and fittings • Removing signage and barriers. <p><i>Clean, check and store equipment and chemicals</i> may include:</p> <ul style="list-style-type: none"> • 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.

Assess fabric upholstery will include:

- Identifying type, condition, colour fastness and construction of fabric upholstery
- Identifying type of soil
- Identifying topical treatment through observation and/or testing
- Selecting the most appropriate cleaning techniques, including conducting spot testing.

Assess glass areas may include:

- Inspecting for faults and defects
- Identifying type of soil
- Determining type of glass which may include:
 - Coated glass
 - Frosted glass
 - Laminated glass
 - Ordinary window glass
 - Textured glass
 - Treated glass
 - Tinted glass
- Selecting the most appropriate cleaning techniques.

Clean glass areas may include:

- Fanning
- Pre-spraying
- Scraping
- Spot cleaning
- Using a squeegee
- Drying
- Polishing.

Assess ceilings, surfaces and fittings areas may relate to:

- Identifying type of ceiling to be cleaned, including flat, suspended or raked; hard or absorbent
- Identifying type of surface to be cleaned, such as painted, wood, brick, metal
- Identifying fittings to be cleaned, which can include cameras, ceiling fans, lights, smoke detectors, speakers, sprinkler systems, televisions, vents and grilles
- Identifying soil type
- Selecting the most appropriate cleaning techniques.

Clean ceilings, surfaces and fittings may include:

- Removing cobwebs
- Wet and dry dusting
- Vacuuming
- Spot cleaning
- Wiping
- Rinsing.

	<p><i>Assess wet areas</i> may include:</p> <ul style="list-style-type: none">• Identifying areas to be cleaned using wet cleaning techniques and confirming suitability for this type of cleaning• Identifying soil type• Confirming condition of the area and of equipment in it to be cleaned• Assessing graffiti damage• Selecting the most appropriate cleaning techniques. <p><i>Clean wet areas</i> may include:</p> <ul style="list-style-type: none">• Removing loose dust• Treating heavy soil• Treating graffiti• Mopping• Hosing• Pre-spraying• Scrubbing• Spot cleaning• Wet wiping. <p><i>Assess area to be pressure washed</i> may include:</p> <ul style="list-style-type: none">• Identifying areas to be pressure washed and confirming suitability for this type of cleaning• Identifying soil type• Identifying surface type, including brick, car park, concrete, entertainment seating, external walls, gutters and fascia boards, awnings and facades, painted surfaces, steps and stairwells
--	--

- Confirming condition of area and/or equipment in it to be cleaned.

Clean areas using pressure washer may include:

- Detailing and hand washing
- Pre-spraying
- Pressure water blasting
- Rinsing.

High level areas refers to any area or item that needs cleaning that is 2 meters or more above ground or floor level

Assess high level areas may include:

- Identifying areas to be cleaned
- Analysing optimum method to reach the required height for safe and effective cleaning
- Identifying soil type
- Selecting the most appropriate cleaning techniques.

Clean high level areas may include:

- Pressure washing
- Scrubbing
- Vacuuming
- Glass cleaning
- Dusting
- Wiping
- Spot cleaning.

Assessment Guide

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

- The enterprise's policies and procedures in regard to occupational safety and health
- Principles of duty of care towards patrons and co-workers
- Ability to use a variety of cleaning techniques and cleaning items
- Knowledge of the safe chemical and manual handling skills
- Ability to use negotiation, communication and problem solving skills
- Knowledge of internal reporting and emergency response requirements
- Knowledge of waste handling techniques, including safe disposal of dangerous material, chemicals, bio-waste
- Planning and adaptation skills to enable cleaning activities at the preferred times.

Linkages To Other Units

- Clean and maintain industrial work area and equipment
- Implement occupational safety and health procedures
- Manage and resolve conflict situations.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of safe chemical storing and handling conditions
- Demonstrated ability to undertake a hazard assessment of the job to be done
- Demonstrated ability to calculate correct dilution and usage rates
- Demonstrated ability to assess the item/area to be cleaned
- Demonstrated ability to prepare work areas
- Demonstrated ability to clean nominated soils from nominated upholstery types
- Demonstrated ability to clean nominated soils from nominated glass surfaces

- Demonstrated ability to clean nominated soils from nominated ceilings, surfaces and fittings
- Demonstrated ability to clean nominated soils from nominated wet cleaning areas
- Demonstrated ability to pressure wash nominated soils from nominated surfaces, including the removal of graffiti
- Demonstrated ability to clean nominated soils from nominated high level areas
- Demonstrated ability to tidy work areas after cleaning
- Demonstrated ability to clean, safety and store equipment after use.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- In all instances, assessment of the job to be done must include a comprehensive hazard assessment
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

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

Assessment Methods

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

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence

- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Read instructions and labels, cleaning schedules
Communicating ideas and information	1	Report cleaning issues to others
Planning and organising activities	2	Schedule cleaning and maintenance activities
Working with others and in teams	1	Liaise with other staff to address identified needs and problems; and undertake cleaning activities to support emerging workplace demands
Using mathematical ideas and techniques	2	Calculate dilution rates for chemicals and cleaning agents
Solving problems	1	Identify soil types and surfaces to be cleaned
Using technology	1	Operate cleaning equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Clean public areas, facilities and equipment D1.HHK.CL3.02
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. What do you take into account/what do you look for when assessing leather upholstery to be cleaned?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
2. What chemicals and equipment might you use to clean leather upholstery?	<input type="checkbox"/>	<input type="checkbox"/>
3. What might be involved in preparing a work site when cleaning leather upholstery?	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify a situation where there is a need to clean leather upholstery and describe how you would do the required cleaning.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
5. What is involved in tidying the work site after having cleaned leather upholstery?	<input type="checkbox"/>	<input type="checkbox"/>
6. What checks would you make on the equipment used after cleaning leather upholstery?	<input type="checkbox"/>	<input type="checkbox"/>
7. What do you take into account/what do you look for when assessing fabric upholstery to be cleaned?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
8. What chemicals and equipment might you use to clean fabric leather upholstery?	<input type="checkbox"/>	<input type="checkbox"/>
9. What might be involved in preparing a work site when cleaning fabric upholstery?	<input type="checkbox"/>	<input type="checkbox"/>
10. Identify a situation where there is a need to clean fabric upholstery and describe how you would do the required cleaning.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
11. Tell me what you might do when tidying a work site after having cleaned fabric upholstery.	<input type="checkbox"/>	<input type="checkbox"/>
12. What checks would you make on the chemicals used after cleaning leather upholstery?	<input type="checkbox"/>	<input type="checkbox"/>
13. How do you assess windows needing to be cleaned? What do you take into consideration?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
14. What chemicals and equipment would you use to clean the inside of windows in a public customer/guest area?	<input type="checkbox"/>	<input type="checkbox"/>
15. What is involved in preparing to clean the outside of windows at ground level in a busy customer/guest area?	<input type="checkbox"/>	<input type="checkbox"/>
16. Describe how you would clean a mirror behind the reception area in a hotel or similar venue, and identify the chemicals and equipment you would use.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
17. What would be involved in tidying the work site after having cleaned ground level external windows at the front of a bust business?	<input type="checkbox"/>	<input type="checkbox"/>
18. Describe how you would safely store the chemicals used to clean windows and mirrors in the central store at the end of the day/shift.	<input type="checkbox"/>	<input type="checkbox"/>
19. What things would you take into account when assessing a ceiling for cleaning?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
20. What equipment and chemicals would you use to clean television sets in public areas?	<input type="checkbox"/>	<input type="checkbox"/>
21. Tell me how you would prepare the work site when getting ready to steam clean a public area in the lobby/at reception in a hotel or similar venue.	<input type="checkbox"/>	<input type="checkbox"/>
22. Describe how you would clean the service counter at reception in a hotel or similar venue: what chemicals, equipment and techniques would you use?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
23. What things would you check when tidying the work site/area after having finished cleaning ceiling lights in a public area?	<input type="checkbox"/>	<input type="checkbox"/>
24. What should you do with a mop used for wet mopping of floors before storing it for future use?	<input type="checkbox"/>	<input type="checkbox"/>
25. What factors would you take into account when inspecting an area for wet cleaning prior to beginning the job?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
26. What chemicals and equipment (other than pressure washer) may be used to wet clean an area?	<input type="checkbox"/>	<input type="checkbox"/>
27. What checks would you make on a mop and bucket before using it to wet clean an area?	<input type="checkbox"/>	<input type="checkbox"/>
28. Describe the techniques you would use to clean a hard floor surface (linoleum) in a public area that is covered with loose litter and is dirty and spot marked.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
29. What is involved in finishing up in an area after it has been wet mopped to ensure the area does not pose a risk to people?	<input type="checkbox"/>	<input type="checkbox"/>
30. How should mops used for wet mopping be stored for later use in a central	<input type="checkbox"/>	<input type="checkbox"/>
31. You are about to pressure wash an outside public area – what factors would you take into account before starting work?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
32. What chemicals are commonly used when using a pressure washer?	<input type="checkbox"/>	<input type="checkbox"/>
33. How would you prepare an internal public area prior to pressure washing it while customers/guests are present in the venue?	<input type="checkbox"/>	<input type="checkbox"/>
34. Describe how to use/operate a pressure washer to clean floors.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
35. What is involved in tidying an area after it has been washed with a pressure washer?	<input type="checkbox"/>	<input type="checkbox"/>
36. You have just finished using a pressure washer to clean an area: what checks would you undertake of the equipment and what service might you provide to it before storing it for later use?	<input type="checkbox"/>	<input type="checkbox"/>
37. You have been asked to clean a chandelier in the reception area of a hotel: what factors would you take into account when assessing this cleaning task?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
38. You have been asked to clean the air conditioning vents and grilles in the dining room: what equipment/tools would you require for this type of job?	<input type="checkbox"/>	<input type="checkbox"/>
39. Describe what you would do to ensure you could safely clean the outside of the first floor windows of a business.	<input type="checkbox"/>	<input type="checkbox"/>
40. Identify one high level cleaning need and describe the cleaning technique/s that may be used for that situation.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
41. For the cleaning task identified in the previous question, what would you do when cleaning up after finishing this cleaning job?	<input type="checkbox"/>	<input type="checkbox"/>
42. Why is it important to store all cleaning chemicals and equipment in their designated location when cleaning has been completed?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Clean public areas, facilities and equipment

D1.HHK.CL3.02

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. How can you keep leather clean on a daily basis?

2. What are is one piece of equipment and one type of cleaning agent used to clean leather?

3. What would you do to prepare a work place prior to cleaning leather?

4. How can you remove ink that has spilt on leather?

5. What can you do to tidy a work area after cleaning leather?

6. What items needs to be cleaned after cleaning leather?

7. What are the benefits of using fabric upholstery?

8. What are is one piece of equipment and one type of cleaning agent used to clean fabric upholstery?

9. What would you do to prepare a work place prior to fabric upholstery?

10. Describe the steps involved in cleaning fabric upholstery.

11. Answer 'True' or 'False' to the following statement: There is no need to tidy a work area after cleaning fabric upholstery.

True False

12. Answer 'True' or 'False' to the following statement: Mops are commonly used when cleaning fabric upholstery.

True False

13. What are two glass items that need to be cleaned?

14. What are three pieces of equipment used to clean glass?

15. What would you do when preparing to clean a window?

16. Identify two steps involved in cleaning a glass coffee table?

17. What are two considerations when tidying after cleaning glass items?

18. Answer 'True' or 'False' to the following statement: If newspaper is used to clean glass, it should be placed in the bin and not recycled.

True False

19. What are three examples of 'surfaces' that need to be cleaned?

20. What are two examples of equipment that can be used to clean surfaces?

21. When is a good time to clean surfaces? Why?

22. Answer 'True' or 'False' to the following statement: You should dust a surface before polishing it.

True False

23. Answer 'True' or 'False' to the following statement: It is important that all signs of cleaning, including equipment, must be removed from the work area.

True False

24. Where should chemicals be stored after use and why?

25. Cleaning using water, normally relates to cleaning the floor. What floor types need cleaning?

26. What are three examples of cleaning agents that are used to clean a floor?

27. When is the best time to clean a restaurant floor? What preparation tasks involving tables and chairs should you do?

28. What is the best way to clean a floor and explain 2 steps involved in this process?

29. After you have cleaned a floor, quite often it is still wet. What can you do to stop people from slipping on a wet floor?

30. How do you clean a mop before storing it away?

31. What is 'pressure washing' and why is it important?

32. What are the two main cleaning agents used in pressure cleaning?

33. What is the main purpose of preparing an area which includes doors or windows before pressure cleaning?

34. What are three steps involved in pressure cleaning?

35. What should you do when tidying up after pressure cleaning?

36. Answer 'True' or 'False' to the following statement: It is acceptable to leave pressure cleaning equipment full of detergent and water after use.

True False

37. What are two examples of high level cleaning?

38. What are two pieces of equipment used in high level cleaning?

39. What are the benefits of having another person present when conducting high level cleaning?

40. Answer 'True' or 'False' to the following statement: High level cleaning is normally performed by specialist outsourced companies as they have the expertise and equipment.

True False

41. After you have cleaned a ceiling, what tasks can you perform to tidy the work area?

42. Answer 'True' or 'False' to the following statement: Regardless of the type of cleaning, all equipment should be cleaned after use.

True False

Answers to Written Questions

Clean public areas, facilities and equipment

D1.HHK.CL3.02

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. How can you keep leather clean on a daily basis?

You can:

- Vacuum
- Wipe with a cloth.

2. What are is one piece of equipment and one type of cleaning agent used to clean leather?

Equipment required includes:

- Vacuum cleaner
- Bucket
- Soft cloth for cleaning
- Soft bristled toothbrushes
- Soft cloth for buffing / polishing

Cleaning agents include:

- Moisturizing soap – for general cleaning
- Rubbing alcohol
- Leather Protection Cream
- Products recommended by a manufacturer.

3. What would you do to prepare a work place prior to cleaning leather?

You can:

- Remove all cushions and newspapers
- Give a vacuum or wipe down.

4. How can you remove ink that has spilt on leather?

- Dip the cotton swab into rubbing alcohol
- and rub over the ink stain
- Dry the area with a blow dryer
- If you still see the stain after drying, apply a thick coat of non-gel, non-oily cuticle remover.
- Leave this on overnight and wipe off with a damp cloth.

5. What can you do to tidy a work area after cleaning leather?

- Ensure that any equipment and materials is not left behind
- Ensure the furniture is dry
- Replace cushions.

6. What items needs to be cleaned after cleaning leather?

- Used cloths
- Vacuum cleaner.

7. What are the benefits of using fabric upholstery?

- Allows for greater flexibilities of colour, patterns, designs and textures
- Less expensive than leather
- Easy to clean
- Has removable covers
- Limits impact on operations, whilst still providing inter-changeable features.

8. What are is one piece of equipment and one type of cleaning agent used to clean fabric upholstery?

Equipment required:

- Vacuum cleaner
- Bucket
- Cloths for cleaning and washing away detergent
- Drying machines
- Wet furniture signs.

Cleaning agents include:

- Liquid or powder fabric detergent or liquid washing detergent
- Cleaning shampoo
- Stain remover
- Warm water
- Products recommended by a manufacturer.

9. What would you do to prepare a work place prior to fabric upholstery?

You can:

- Place a 'wet furniture' sign in a suitable location to ensure customers don't sit on the furniture whilst it is wet
- Remove any items such as newspapers and magazines
- Vacuum the furniture and cushions.

10. Describe the steps involved in cleaning fabric upholstery.

- Remove any loose items from the furniture including cushions
- Loosen dirt with a handheld dusting brush while using a vacuum brush attachment to remove the dust
- Vacuum all surfaces of the furniture: back, sides, arms, skirt and the platform beneath the cushions
- Vacuum both sides of the loose cushions
- Remove any cushions
- Mix laundry or other suitable detergent with warm water
- Select a test area to conduct trial cleaning
- Let the trial clean dry
- Select an area on the furniture, dip cloth and rub water and detergent mix on the fabric
- Dirt or any marks will begin to remove from the fabric
- Use a clean cloth and plain water
- Rinse area with a damp cloth to ensure detergent has been removed from the fabric
- Allow to dry overnight.

11. Answer 'True' or 'False' to the following statement: There is no need to tidy a work area after cleaning fabric upholstery.

The answer is false.

12. Answer 'True' or 'False' to the following statement: Mops are commonly used when cleaning fabric upholstery.

The answer is false.

13. What are two glass items that need to be cleaned?

- Windows
- Mirrors
- Coffee tables
- Showers.

14. What are three pieces of equipment used to clean glass?

- Scrubber
- Squeegee
- Equipment belt or bucket
- Window Cleaning Buckets
- Window Scraper
- Window Cleaning Towels
- Extension Poles
- Ladder
- Newspaper.

15. What would you do when preparing to clean a window?

- When preparing to clean, it is vital that the area in which you are going to clean is free from any obstacles that may either get in your way or may get covered in cleaning products or water
- Remove any furniture away from windows and unplug any items (electrical cords for lamps) that may get in the way of your walking or ladder areas.

16. Identify two steps involved in cleaning a glass coffee table?

Simple steps to follow when cleaning a coffee table include:

- Take all items off the coffee table including flowers, ashtrays, magazines and newspapers
- Wipe the table with a clean dry cloth to remove any dry substances
- Spray a glass cleaner or water on the top of the table
- Scrub the table with a cloth to remove any hard to get stains
- Clean and dry the table with a dry cloth or newspaper.

17. What are two considerations when tidying after cleaning glass items?

- Remove all cleaning equipment and products
- Ensure all surfaces are clean and dry. This is especially applies to floors which may become dirty or wet
- Return all furniture to their original spots
- Plug in all electrical appliances, especially lights and lamps, that were unplugged as part of the cleaning process
- Return any items to coffee tables
- In the event of windows, return any shades or shutters to their correct position.

18. Answer 'True' or 'False' to the following statement: If newspaper is used to clean glass, it should be placed in the bin and not recycled.

The answer is true.

19. What are three examples of 'surfaces' that need to be cleaned?

- All furniture including fridges, tables, cupboards, ledges, bookshelves and desks
- Lights and lamps
- Decorations and flower vases
- Public bathrooms including vanities, toilets and public showers
- Rubbish bins
- Fixtures refer to items that are attached including heaters, air-conditioners and lights.

20. What are two examples of equipment that can be used to clean surfaces?

- Mops
- Brooms and brushes
- Cloths and sponges
- Buckets
- Garbage receptacles
- Gloves
- Cleaning warning signs
- Personal protective equipment
- Dust pans
- Vacuum cleaners.

21. When is a good time to clean surfaces? Why?

- When an outlet is closed or quiet
- Minimises disruption to operations and customers.

22. Answer 'True' or 'False' to the following statement: You should dust a surface before polishing it.

The answer is true.

23. Answer 'True' or 'False' to the following statement: It is important that all signs of cleaning, including equipment, must be removed from the work area.

The answer is true.

24. Where should chemicals be stored after use and why?

They should be put into a locked storeroom so that customers, especially children are unable to access it. Chemicals are dangerous.

25. Cleaning using water, normally relates to cleaning the floor. What floor types need cleaning?

The types of surfaces that are usually wet or require water to clean them include:

- Wood
- Carpet
- Marble
- Rubber
- Tiles
- Concrete
- Vinyl.

26. What are three examples of cleaning agents that are used to clean a floor?

- Water
- Soap
- Polishes
- Abrasives
- Detergents
- Solvents
- Specialised cleaning agents
- Disinfectants.

27. When is the best time to clean a restaurant floor? What preparation tasks involving tables and chairs should you do?

- Normally this type of cleaning is done at night when there are less customers in the public areas such as the lobby or when specific outlets are closed, such as the pool area, gymnasium and restaurants
- When preparing to clean a floor using a wet method is to ensure the floor area to be cleaned is free from any furniture or other objects
- This may involve stacking tables and chairs to a side, or placing chairs on a table so the floor area is clear.

28. What is the best way to clean a floor and explain 2 steps involved in this process?

Mopping is the best way to clean a floor.

Steps to mopping:

1. Remove everything that may be on the floor such as mats, trash cans, and small pieces of furniture
2. Sweep the floor to remove dirt, hair, dust, and other debris
3. Dissolve detergent into warm water using the manufacturer's instructions for the correct water to detergent ratio
4. Pour the solution over the entire floor so that the solution can fill into the grout lines
5. Allow the solution to remain on the floor for 15 to 20 minutes
6. Scrub the grout with a small medium-bristled brush
7. Rinse the floor with a mop dampened with clean water
8. Mix a second batch of detergent and water
9. Mop the entire floor with the fresh solution
10. Rinse the mop with clean water and mop a second time over the floor to rinse it
11. Use a squeegee to push residual moisture to one area of the floor before absorbing it with dry towels.

29. After you have cleaned a floor, quite often it is still wet. What can you do to stop people from slipping on a wet floor?

Place a 'danger – wet floor' sign or something similar.

30. How do you clean a mop before storing it away?

Washing mops – on a regular basis mops should be washed in hot soapy water, rinsed thoroughly, squeeze-dried, and then hung up to air dry. Sanitising is recommended and should be mandatory where the mop is used in food areas.

31. What is 'pressure washing' and why is it important?

Pressure washing is the use of pressurized water and detergent to clean a surface.

Pressure washing has become a popular cleaning method as it is a quick and effective method which relies on a machine to do the hard work of dirt removal, rather than the exertion of manual labour.

32. What are the two main cleaning agents used in pressure cleaning?

Water and detergent.

33. What is the main purpose of preparing an area which includes doors or windows before pressure cleaning?

To check for leaks and holes which may allow water to get inside.

34. What are three steps involved in pressure cleaning?

Cleaning steps using a pressure washing machine include:

- Place any safety equipment on including closed shoes, waterproof clothing and safety glasses
- Connect the machine to a water source
- Attach the nozzle or tip and ensure it is correctly attached
- Start the machine
- Test the power of the pressure washer
- Start to clean using a side to side motion
- When washing walls start from the bottom and move up. Remember to take care when cleaning around areas such as windows and lights
- If you are to clean windows, clean from the side. Do not apply a direct 'face-on' contact. Check to ensure that water is not leaking inside
- When cleaning the ground, start at lower areas and work your up
- You may need to scrub areas that a pressure cleaner cannot remove stains
- Let the cleaning solution do its work for 20 minutes. This allows for the detergent to start dissolving the dirt, but do not let it sit too long so that it dries out
- When ready to rinse start at the top and work towards the bottom until entire area is detergent free.

35. What should you do when tidying up after pressure cleaning?

- Return furniture to its original place
- Ensure water has not gone inside. If so, dry.
- Place 'wet floor' signs where appropriate.

36. Answer 'True' or 'False' to the following statement: It is acceptable to leave pressure cleaning equipment full of detergent and water after use.

The answer is false.

37. What are two examples of high level cleaning?

- High level lights and chandeliers
- High ceilings and ceiling beams
- High exhaust extraction fans in kitchens
- Cleaning external windows on high rise hotels
- Skylights
- Sculptures
- Foyer glass
- Signs and banners.

38. What are two pieces of equipment used in high level cleaning?

- Ladders
- Safety ropes
- Extension poles
- High pressure cleaning equipment
- Cranes – this normally requires specialised staff to operate.

39. What are the benefits of having another person present when conducting high level cleaning?

It is also wise to have another person with you to:

- Support the ladder
- Pass items up and down
- Pass comment
- Direct passers-by.

40. Answer 'True' or 'False' to the following statement: High level cleaning is normally performed by specialist outsourced companies as they have the expertise and equipment.

The answer is true.

41. After you have cleaned a ceiling, what tasks can you perform to tidy the work area?

- Remove to coverings you have placed on furniture
- Conduct a vacuum, sweep or mop of the area
- Ensure the floor is dry
- Once the follow is dry, all equipment and furniture should be returned to their original location and all 'wet floor' caution signs removed.

42. Answer 'True' or 'False' to the following statement: Regardless of the type of cleaning, all equipment should be cleaned after use.

The answer is true.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Clean public areas, facilities and equipment D1.HHK.CL3.02
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. Apply leather upholstery cleaning techniques b. Apply fabric upholstery cleaning techniques c. Apply glass surfaces cleaning techniques d. Apply ceilings, surfaces and fittings cleaning techniques e. Apply wet area cleaning techniques f. Apply pressure washing techniques g. Apply high level 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: Apply leather upholstery cleaning techniques		
Assess leather upholstery to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean upholstery	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<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 2: Apply fabric upholstery cleaning techniques		
Assess fabric upholstery to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean upholstery	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Apply glass surfaces cleaning techniques		
Assess glass areas to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean glass areas	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Apply ceilings, surfaces and fittings cleaning techniques		
Assess ceilings, surfaces and fittings areas to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean ceilings, surfaces and fittings	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<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 5: Apply wet area cleaning techniques		
Assess wet areas to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean wet areas	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Apply pressure washing techniques		
Assess area to be pressure washed	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean areas using pressure washer	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean, check and store equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Element 7: Apply high level cleaning techniques		
Assess high level areas to be cleaned	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work site	<input type="checkbox"/>	<input type="checkbox"/>
Clean high level areas	<input type="checkbox"/>	<input type="checkbox"/>
Tidy work site	<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"/>

Feedback to student and trainer/assessor

Strengths:

Improvements needed:

General comments:

Candidate signature

Date

Assessor signature

Date

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Clean public areas, facilities and equipment D1.HHK.CL3.02		
<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
Applies leather upholstery cleaning techniques including assessing job, selecting appropriate equipment and chemicals, preparing the work site, conducting cleaning, tidying work site on completion and correctly storing equipment and chemicals after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies fabric upholstery cleaning techniques including assessing job, selecting appropriate equipment and chemicals, preparing the work site, conducting cleaning, tidying work site on completion and correctly storing equipment and chemicals after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies glass surfaces cleaning techniques including assessing job, selecting appropriate equipment and chemicals, preparing the work site, conducting cleaning, tidying work site on completion and correctly storing equipment and chemicals after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies ceilings, surfaces and fittings cleaning techniques including assessing job, selecting appropriate equipment and chemicals, preparing the work site, conducting cleaning, tidying work site on completion and correctly storing equipment and chemicals after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies wet area cleaning techniques including assessing job, selecting appropriate equipment and chemicals, preparing the work site, conducting cleaning, tidying work site on completion and correctly storing equipment and chemicals after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Applies pressure washing techniques including assessing job, selecting appropriate equipment and chemicals, preparing the work site, conducting cleaning, tidying work site on completion and correctly storing equipment and chemicals after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies high level cleaning techniques including assessing job, selecting appropriate equipment and chemicals, preparing the work site, conducting cleaning, tidying work site on completion and correctly storing equipment and chemicals after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--	--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Clean public areas, facilities and equipment	D1.HHK.CL3.02
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: Apply leather upholstery cleaning techniques						
Assess leather upholstery to be cleaned						
Select appropriate equipment and chemicals						
Prepare work site						
Clean upholstery						
Tidy work site						
Clean, check and store equipment and chemicals						
Element 2: Apply fabric upholstery cleaning techniques						
Assess fabric upholstery to be cleaned						
Select appropriate equipment and chemicals						
Prepare work site						
Clean upholstery						
Tidy work site						
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 glass surfaces cleaning techniques						
Assess glass areas to be cleaned						
Select appropriate equipment and chemicals						
Prepare work site						
Clean glass areas						
Tidy work site						
Clean, check and store equipment and chemicals						
Element 4: Apply ceilings, surfaces and fittings cleaning techniques						
Assess ceilings, surfaces and fittings areas to be cleaned						
Select appropriate equipment and chemicals						
Prepare work site						
Clean ceilings, surfaces and fittings						
Tidy work site						
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 wet area cleaning techniques						
Assess wet areas to be cleaned						
Select appropriate equipment and chemicals						
Prepare work site						
Clean wet areas						
Tidy work site						
Clean, check and store equipment and chemicals						
Element 6: Apply pressure washing techniques						
Assess area to be pressure washed						
Select appropriate equipment and chemicals						
Prepare work site						
Clean areas using pressure washer						
Tidy work site						
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 7: Apply high level cleaning techniques						
Assess high level areas to be cleaned						
Select appropriate equipment and chemicals						
Prepare work site						
Clean high level areas						
Tidy work site						
Clean, check and store equipment and chemicals						
Candidate signature			Date			
Assessor signature			Date			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 