



Clean premises and equipment

D2.TTO.CL4.03

Trainer Guide



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Trainer Guide



Specialist centre
for foods, tourism
& hospitality



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Angliss
Institute

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for foods, tourism
& hospitality

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Competency Based Training (CBT) and assessment – An introduction for trainers

Competency

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

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

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

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

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

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

Competency covers all aspects of workplace performance and involves:

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

Unit of competency

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

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

In this manual a unit of competency is identified as a 'unit'.

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

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

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

Element of competency

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

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

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

Performance criteria

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

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

Learning

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

- Training
- Assessment.

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

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

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

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

Learning approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

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

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

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

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

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

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

Flexibility in learning

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

Catering for participant diversity

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

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

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

Participant centred learning

This involves taking into account structuring training and assessment that:

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

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

Active learning

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

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

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

Competency Based Training (CBT)

Principle of Competency Based Training

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

Training strategies

The aims of this curriculum are to enable participants to:

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

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

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

Types of training

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

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

Lecture/tutorial

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

Demonstration

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

Group discussions

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

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

Role play

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

Simulation games

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

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

Individual /group exercises

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

Case study

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

Field visit

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

Group presentation

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

Practice sessions

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

Games

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

Research

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

Competency Based Assessment (CBA)**Principle of Competency Based Assessment**

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

Competencies are gained through a multitude of ways including:

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

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

This evidence can be collected:

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

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

Flexibility in assessment

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

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

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment objectives

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

The assessment tools are used to identify sufficient:

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

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

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

Types of assessment

Allocated Assessment Tools

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

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

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

Alternative assessment tools

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

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

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

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

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

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

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

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

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

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

Competency standard

UNIT TITLE: 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 <i>areas</i> to be cleaned</p> <p>2.2 Prepare <i>worksite</i></p> <p>2.3 Clean <i>wet areas</i></p> <p>2.4 Tidy <i>worksite</i></p> <p>2.5 Clean, check and store equipment and chemicals</p> <p>Element 3: Apply dry area cleaning techniques</p> <p>3.1 Assess <i>areas</i> to be cleaned</p> <p>3.2 Prepare <i>worksite</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to 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>Cleaning equipment 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>Cleaning agents may include:</p> <ul style="list-style-type: none"> • General and spot cleaning agents • Window and glass cleaners 	

<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>	<ul style="list-style-type: none"> • Disinfectants • Pesticides • Deodorisers • Furniture and floor polishes. <p>Protective clothing 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>Assess areas 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. <p>Prepare worksite may include:</p> <ul style="list-style-type: none"> • Placing physical barriers and safety signage • Moving and removing furniture and fittings • Notifying other staff and patrons
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- 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.

	<p>Clean, check and store 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. <p>Clean dry areas may include:</p> <ul style="list-style-type: none">• Dusting• Dry mopping• Vacuum cleaning• Polishing• Sweeping. <p>Assess area to be pressure washed 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 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.
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Clean areas using pressure washer may include:

- 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.

Assess ceilings, surfaces and fittings may relate to:

- 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.

Assessment Guide

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

- Enterprise policies and procedures in regard to occupational health, safety and welfare
- 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.

<p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Role plays • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p>Level 1 = competence to undertake tasks effectively</p> <p>Level 2 = competence to manage tasks</p> <p>Level 3 = competence to use concepts for evaluating</p>		
Key Competencies	Level	Examples
Collecting, 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

Notes and PowerPoint slides

Slide

CLEAN PREMISES AND EQUIPMENT

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Slide 1

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

Slide

Clean premises and equipment

This Unit comprises five Elements:

1. Prepare to clean
2. Apply wet area cleaning techniques
3. Apply dry area cleaning techniques
4. Apply pressure washing techniques
5. Apply ceilings, surfaces and fittings cleaning techniques.



Slide 2

Slide No	Trainer Notes
2.	<p>Trainer advises trainees this Unit comprises five Elements, as listed on the slide explaining:</p> <ul style="list-style-type: none">• Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail• Trainees can obtain more detail from their Trainee Manual• At times the course presents advice and information about various protocols but where their workplace requirements differ to what is presented, the workplace practices and standards, as well as policies and procedures must be observed.

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Workplace observation of practical skills
- Practical exercises
- Formal report from employer/supervisor.



Slide 3

Slide No	Trainer Notes
3.	Trainer advises trainees that assessment for this Unit may take several forms, all of which are aimed at verifying they have achieved competency for the Unit as required. Trainer indicates to trainees the methods of assessment that will be applied to them for this Unit.

Slide

Element 1 – Prepare to clean

Performance Criteria for this Element are:

- 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.



Slide 4

Slide No	Trainer Notes
4.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none"> ● What cleaning equipment, items and machines do you know of? ● What equipment, items and machines have you used? ● What cleaning chemicals/agents do you know of and what are they used for? ● What is protective clothing/PPE? Give some examples explaining why they are worn/used ● Why is it important to check the safety of items to be used and how might you do that?

Slide

Select the cleaning equipment to be used

Commercial/industrial equipment should be used as it is:

- Sturdier
- Larger capacity
- Higher-powered.

Some places only use domestic units.



Slide 5

Slide No	Trainer Notes
5.	<p>Trainer advises commercial/industrial items should be used for cleaning businesses/workplaces because they are:</p> <ul style="list-style-type: none"> ● Sturdier ● Larger capacity ● Fitted with larger electric motors (where applicable). <p>Some have just the basics – many will have only ‘domestic’ cleaning equipment (that is, suitable/ designed for homes) rather than <i>commercial</i> or <i>industrial</i> cleaning equipment.</p> <p>Other places boast an extensive range of the latest cleaning equipment with the ‘correct’ item for every cleaning job that needs doing.</p>

Slide

Select the cleaning equipment to be used

Businesses may have a 'cleaning storeroom':

- To store cleaning equipment/items
- To store chemicals/cleaning agents.



Slide 6

Slide No	Trainer Notes
6.	<p>Trainer introduces 'cleaning storeroom' stating:</p> <ul style="list-style-type: none"> ● Cleaning equipment is usually kept in a dedicated storage area – this may be a purpose-built cleaning storeroom where equipment, utensils, cleaning chemicals and protective clothing is kept. ● Alternatively, equipment may be kept in an assortment of cupboards or other locations around the premises as space allows. ● There are often legislated requirements applying to the storage of cleaning chemicals.

Slide

Select the cleaning equipment to be used

Large cleaning equipment can include:

- Vacuum cleaners
 - Dry
 - Wet
 - Both

(Continued)



Slide 7

Slide No	Trainer Notes
7.	<p>Trainer identifies examples of large cleaning equipment as follows:</p> <ul style="list-style-type: none"> • Dry vacuum cleaners • Wet vacuum cleaners • Combined wet/dry. <p>Classroom Activity (1) – Handouts</p> <p>Trainer shows example of items identified above and:</p> <ul style="list-style-type: none"> • Demonstrates use • Provides opportunity for students to practice. <p>Classroom Activity (2) – Internet research</p> <p>Trainer supervises internet research on relevant websites for items identified above, such as:</p> <ul style="list-style-type: none"> • http://www.powervac.biz/ • http://www.powersweep.com.au/ • http://www.gepro.com.au/ics/profile.asp • http://www.nilfisk-advance.com.au/

Slide

Select the cleaning equipment to be used

- Carpet shampoo machines
- Floor polishers (with pads)
 - Buffers
 - Burnishers

(Continued)



Slide 8

Slide No	Trainer Notes
8.	<p>Trainer continues introducing and explaining use of large cleaning equipment:</p> <ul style="list-style-type: none"> • Carpet shampoo machines: <ul style="list-style-type: none"> ▪ Carpet shampoo machines can also come in a variety of shapes, sizes and styles. ▪ As their name suggests they are used to shampoo, dry-clean and/or steam clean carpeted surfaces. They may also be referred to as 'extractors'. ▪ Remember carpets may be damp or wet after being shampooed (or steamed), so this needs to be taken into consideration before cleaning high traffic areas, both in terms of how the area will look and smell, and from a safety viewpoint. ▪ All carpet shampoo machines must be used in accordance with the manufacturer's instructions. • Floor polishers: <ul style="list-style-type: none"> ▪ Polishing a floor helps resist scratching and enhances appearance. Polishers may be: <ul style="list-style-type: none"> – Buffers – these are low-speed machines (the pads revolve at relatively low speeds) suitable for multiple purposes such as stripping a floor, scrubbing and low-speed polishing – Burnishers – these are high-speed machines (pads revolve at relatively high speeds) and they are used to provide the high-gloss finishes to vinyl floors.

Pads

Polishers will use different pads depending on the type of job being done, and the weight and speed of the machine.

Each manufacturer can have their own colour-coding system for pads so check with the manufacturer to see what applies. As an indicator:

- Black pads and green pads may be used for stripping
- Red pads, brown pads and blue pads may be used for scrubbing
- White pads and grey pads may be used for buffing.

Classroom Activity (1) – Demonstration and practical

Trainer shows example of items identified above and:

- Demonstrates use
- Provides opportunity for students to practice.

Classroom Activity (2) – Internet research

Trainer supervises internet research on relevant websites for items identified above, such as:

- <http://www.cleanfreak.com/>
- www.machines4u.com.au
- www.cleancare.com.au/
- www.totalsupplysolutions.com.au/cleaning
- www.pacvac.com/commercial-floor-polisher

Slide

Select the cleaning equipment to be used

- Floor machines
- Sweepers
- Scrubbers
- Pressure washers.



Slide 9

Slide No	Trainer Notes
9.	<p>Trainer continues introducing and explaining use of large cleaning equipment:</p> <ul style="list-style-type: none"> ● Floor machines – combine the functions of different machines. These can be referred to as ‘floor machines’. The one machine may, then, have the capacity to: <ul style="list-style-type: none"> ▪ Scrub ▪ Polish ▪ Strip ▪ Shampoo. ● Sweepers: <ul style="list-style-type: none"> ▪ Sweepers are mechanical items used for sweeping/removing litter and loose debris from large areas. They are available in a variety of shapes, sizes and styles. ▪ Walk-behind (or ‘pedestrian’) machines may be electrically powered while ride-on and drive models may be battery, gas or petrol-driven. ● Scrubbers: <ul style="list-style-type: none"> ▪ These are motorised ride-on or walk-behind pieces of equipment used to scrub hard surfaces to remove marks/dirt. ▪ Some machines combine scrubbing and sweeping. ● Pressure washers: <ul style="list-style-type: none"> ▪ Pressure washers are used for high-pressure water cleaning of surfaces. They are commonly used: <ul style="list-style-type: none"> – In kitchens to clean floors and help clean various items of equipment

- Outside to clean public areas such as driveways, car parks and building exteriors
- To clean exteriors of vehicles.

Classroom Activity (1) – Demonstration and practical

Trainer shows example of items identified above and:

- Demonstrates use
- Provides opportunity for students to practice.

Classroom Activity (2) – Internet research

Trainer supervises internet research on relevant websites for items identified above, such as:

- <http://www.flormachinesaustralia.com/do/t/floor%20scrubber>
- <http://www.australiansweeper.com.au/>
- [www.sweeper.com.au/Sweepers.](http://www.sweeper.com.au/Sweepers)
- <http://www.auswaterblasters.com.au/>
- www.aatachservice.com/

Slide

Select the cleaning equipment to be used

Small cleaning equipment can include:

- Mops
 - Dusting
 - Polishing
 - Washing

(Continued)



Slide 10

Slide No	Trainer Notes
10.	<p>Trainer identifies examples of small cleaning equipment as follows:</p> <ul style="list-style-type: none"> • Dusting mops – to clean skirting boards and polished surfaces • Polishing mops – for buffing and polishing • Washing mops – to wash floor surfaces or apply sealant to floors that have been stripped and need to be re-sealed. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer shows example of items identified above and:</p> <ul style="list-style-type: none"> • Demonstrates use • Provides opportunity for students to practice.

Slide

Select the cleaning equipment to be used

- Brooms and brushes:
 - To remove dust, dirt and grime
 - Available in range of types and sizes

(Continued)



Slide 11

Slide No	Trainer Notes
11.	<p>Trainer continues introducing and explaining use of small cleaning equipment:</p> <ul style="list-style-type: none"> • Brooms and brushes <ul style="list-style-type: none"> ▪ Scrubbing brush ▪ Sink brush ▪ Wall brush ▪ Soft broom ▪ Speciality brushes ▪ Cobweb brush ▪ Vehicle wash brooms ▪ Gong brush ▪ Floor brooms ▪ Yard broom – stiff bristles for exterior use. <p>Classroom Activity (1) – Demonstration and practical Trainer shows example of items identified above and:</p> <ul style="list-style-type: none"> • Demonstrates use • Provides opportunity for students to practice. <p>Classroom Activity (2) – Internet research Trainer supervises internet research on relevant websites for items identified above, such as:</p> <ul style="list-style-type: none"> • http://www.cleancare.com.au/dusters-brushes-brooms-handles/w1/i1002536/ • http://www.unoclean.com/Commercial-Janitorial-Brooms-Brushes-Accessories.aspx

Slide

Select the cleaning equipment to be used

- Cloths and sponges
 - Buckets
 - Garbage receptacles
- (Continued)



Slide 12

Slide No	Trainer Notes
12.	<p>Trainer continues introducing and explaining use of small cleaning equipment:</p> <p>Cloths and sponges</p> <ul style="list-style-type: none"> ● Cloths and sponges are used to clean a variety of surfaces. ● Sponges are used for damp cleaning needs and cloths are used for cleaning, polishing and dusting. ● They can be made from a variety of materials, but are generally lint-free. ● They are used with a cleaning agent. ● Some cloths are made from material and some are disposable/paper-based. <p>Buckets</p> <ul style="list-style-type: none"> ● Buckets are available in a variety of shapes, sizes and styles and are generally made from either galvanised steel or plastic. ● Some buckets have wheels/castors for ease of mobility: others only have a handle. Buckets are used to hold water and cleaning agents. ● Mop buckets feature rollers to remove excess water from the mop head prior to use. <p>Garbage receptacles</p> <ul style="list-style-type: none"> ● Nearly all cleaning tasks will require gathering and disposing of debris, rubbish and waste so most cleaning tasks will necessitate the use of some form of waste receptacle. ● A receptacle maybe: <ul style="list-style-type: none"> ▪ A solid item such as a bin ▪ A disposable plastic bag

- A bin liner placed inside a garbage receptacle that is built into a cleaning trolley/cart.

Classroom Activity (1) – Demonstration and practical

Trainer shows example of items identified above and:

- Demonstrates use
- Provides opportunity for students to practice.

Classroom Activity (2) – Internet research

Trainer supervises internet research on relevant websites for items identified above, such as:

- <http://www.masteraustralia.com.au/>

Slide

Select the cleaning equipment to be used

- Warning signs – to keep public safe:
 - 'Cleaning in Progress'
 - 'Caution – Wet Floor'
 - 'Do Not Enter'

(Continued)



Slide 13

Slide No	Trainer Notes
13.	<p>Trainer continues introducing and explaining use of small cleaning equipment: Warning signs</p> <ul style="list-style-type: none"> • These are safety signs used when a public area is being cleaned (to warn customers of the danger) or when nominated back-of-house areas are being cleaned (to warn staff, delivery drivers, repair people who are on the premises). • It may be standard procedures that they are displayed whenever cleaning duties are being undertaken, regardless of location and regardless of the type of cleaning. <p>Classroom Activity (1) – Demonstration and practical Trainer shows example of items identified above and demonstrates use.</p> <p>Classroom Activity (2) – Internet research Trainer supervises internet research on relevant websites for items identified above, such as:</p> <ul style="list-style-type: none"> • www.hostdirect.com.au/listProduct/Cleaning/Floor+Signs

Slide

Select the cleaning equipment to be used

- Ancillary items:
 - Used/required to supplement standard cleaning processes
 - Need is determined on job-by-job basis.



Slide 14

Slide No	Trainer Notes
14.	<p>Trainer continues introducing and explaining use of small cleaning equipment: Ancillary items</p> <p>There may also be a need to use some or all of the following;</p> <ul style="list-style-type: none"> • Electrical extension cords • Keys or cards – for accessing areas • Communication devices – so others can advise of relevant information or new jobs • Trolleys, caddies, carry-alls and baskets – for holding and transporting cleaning requisites to and from jobs • Door stops – to keep doors open • Scouring pads and scrapers • Spray bottles – for dispensing cleaning chemicals and agents • Step ladders – for high level cleaning • Towels and rags. <p>Classroom Activity – Demonstration</p> <p>Trainer shows example of items identified above and:</p> <ul style="list-style-type: none"> • Demonstrates use.

Slide

Select the cleaning agents to be used

Cleaning agents = chemicals.

Available in:

- Liquid form
- Powder form
- Aerosol form
- Paste form.



Slide 15

Slide No	Trainer Notes
15.	<p>Trainer discusses cleaning agents/chemicals stating:</p> <ul style="list-style-type: none"> ● Chemicals may be provided in: <ul style="list-style-type: none"> ▪ Liquid form – used for most detergents, cleaners, sanitisers, and disinfectants ▪ Powder form – some detergents come in this dry form ▪ Aerosol form – many pesticides and deodorisers are supplied in this way ▪ Paste form – commonly used for polishes. <p>Classroom Activity – Samples</p> <p>Trainer shows students a range of cleaning chemicals/agents in the different forms identified on the slide.</p>

Slide

Select the cleaning agents to be used

Liquid chemicals may be:

- Bought in small containers (500mls)
- Purchased in bulk (20 – 25 litres).



Slide 16

Slide No	Trainer Notes
16.	<p>Trainer states liquid chemicals may be:</p> <ul style="list-style-type: none"> ● Provided in small plastic bottles/containers (say, 500mls) ● Supplied in bulk (say, 20 – 25 litres) and hooked up to a sealed system where product is de-canted into smaller containers (such as spray bottles). <p>Class room Activity</p> <p>Trainer arranges Guest Speaker from chemical company to:</p> <ul style="list-style-type: none"> ● Show examples of cleaning agents ● Explain their use ● Demonstrate use ● Provide product information.

Slide

Select the cleaning agents to be used

Businesses may use:

- Domestic products
- Commercial/industrial chemicals.



Slide 17

Slide No	Trainer Notes
17.	<p>Trainer notes businesses may elect to use:</p> <ul style="list-style-type: none">• Products bought commonly at the supermarket and intended for domestic use• 'Commercial' or 'industrial' chemicals – which are usually stronger (they have more and/or different 'active ingredients') and are far cheaper. <p>Where a 'full clean' of an area (carpet, fabric, wall, upholstery) is not required, 'spot cleaning' may be applied using a 'spotter' (spot cleaning agent) or simply wiping the affected area.</p>

Slide

Select the cleaning agents to be used

Cleaning agents:

- Detergents
 - General purpose detergents
 - Acidic and alkaline detergents
 - Specialist detergents
 - Solvents



(Continued)

Slide 18

Slide No	Trainer Notes
18.	<p>Trainer provides examples of cleaning agents:</p> <p><u>Detergents</u></p> <ul style="list-style-type: none"> • Detergents are chemical-based and can vary in strength so it is important to follow the correct dilution instructions when using this type of cleaning agent. Detergents have different pH scales and it is the pH level of the detergent that informs the user of the type of surface it is best used on. <p><u>General purpose detergents</u></p> <ul style="list-style-type: none"> • General purpose detergents are used on a wide variety of surfaces and for a range of cleaning tasks. A pH of 7 is a neutral pH level and these types of detergents are useful for general cleaning. <p><u>Acidic detergents</u></p> <ul style="list-style-type: none"> • Acidic detergents (graded as having a pH of 1 to 6) should be used for cleaning ceramic surfaces. <p><u>Alkaline detergents</u></p> <p>Alkaline detergents (graded as having a pH of 8 to 14) should be used only for specialist tasks, as they can be corrosive and have the ability to damage a surface. High alkaline detergents can be harmful to the skin: they should be treated with care. Spillage should be avoided at all times – protective clothing should be worn when using high alkaline detergents.</p> <p><u>Specialist detergents</u></p> <p>These 'specialty' products have been developed for:</p> <ul style="list-style-type: none"> • A range of floor and carpet cleaning needs; Windows and glass; Stainless steel; Leather; Aluminium; Toilets; Various laundry uses; Cleaning specific equipment and areas – such as rubbish bins, smokehouses, vehicles, furniture polishes.

Solvents

- Solvent-based detergents will dissolve heavy grease and oil. It is most important to realise not all surfaces can be cleaned with solvent detergents.
- Solvent-based detergents may be harmful to the skin. They should be treated with care and spillage should be avoided
- Surfaces cleaned with solvents must be rinsed thoroughly to remove any harmful residue.

Classroom Activity – Presentation of samples

Trainer shows examples of above and explains/demonstrates their use stressing safety and appropriate chemical handling.

Slide

Select the cleaning agents to be used

- Polishes
- Abrasives.



Slide 19

Slide No	Trainer Notes
19.	<p>Trainer continues providing examples of cleaning agents:</p> <p>Polishes</p> <ul style="list-style-type: none"> ● Polish protects surfaces and forms a barrier against liquids which may harm the surface. ● Spirit-based polishes are generally used for metal surfaces as well as windows and mirrors. ● Oil-based polishes are generally used for leather, wood, synthetic flooring, linoleum and tiles. ● Surfaces can be slippery after they have been polished, so polish should be used with this in mind. <p>Abrasives</p> <ul style="list-style-type: none"> ● Abrasive cleaning agents are available in powder, cream or paste forms. ● They are used for scouring and cleaning ceramic or enamel surfaces. ● An example of such a surface is the toilet bowl or the shower basin: abrasive cleaners must not be used on surfaces that scratch easily. ● Abrasives can be hard to rinse away, so it is important to wipe and rinse as soon as possible after application: if they are left to dry, abrasives can be much harder to rinse and clean away, and may leave behind a harmful residue. <p>Classroom Activity – Presentation of samples</p> <p>Trainer shows examples of above and explains/demonstrates their use.</p>

Slide

Select the cleaning agents to be used

Other chemicals:

- Disinfectants
- Deodorisers
- Pesticides
- Sanitisers.



Slide 20

Slide No	Trainer Notes
20.	<p>Trainer identifies other chemicals which may be needed as part of various cleaning and cleaning-related tasks:</p> <p>Disinfectants</p> <ul style="list-style-type: none"> ● Are cleaning agents which destroy disease-carrying micro-organisms ● Should be diluted according to manufacturer's instructions: if it is diluted too much the disinfectant will become ineffective ● Have a strong scent and so are not suitable for use in a kitchen or any food area ● Should be used only in the toilet, bathroom and change areas. <p>Deodorisers</p> <ul style="list-style-type: none"> ● Deodorisers are used to mask or eliminate unpleasant smells: ● They are commonly in aerosol form and should be sprayed sparingly to achieve their aim but not dominate or over-power ● Urinal blocks are also used to mask smells in gents' toilets: when using them follow the recommended dosage rate – do not simply throw handfuls of them into the trough/urinal! They are expensive and on their own they do not provide any cleaning function. There is still a need to clean the urinal even where these blocks are used. <p>Pesticides</p> <ul style="list-style-type: none"> ● Kill flies and insects ● Deter flies and insects.

Sanitisers

- Sanitisers are used to kill bacteria/micro-organisms and/or reduce their numbers to a safe level.
- Surfaces should be cleaned with a detergent before a sanitiser is applied.
- There may be a need for the sanitiser to remain in contact with the surface for a nominated period (X seconds) before it is removed/rinsed off.

Classroom Activity (1) – Demonstration

Trainer shows example of items identified above and demonstrates their application/use.

Classroom Activity (2) – Internet research

Trainer supervises internet research on relevant websites for items identified above, such as:

- www.agar.com.au/
- www.cleaningshop.com.au/

Slide

Select the cleaning agents to be used

MSDS:

- Must be available for all chemicals used
- Provide safety, storage, safe handling and first aid advice
- It is vital to know where they are and what they contain.



Slide 21

Slide No	Trainer Notes
21.	<p>Trainer introduces Material Safety Data Sheets:</p> <ul style="list-style-type: none">• Material Safety Data Sheets must be available for every cleaning chemical or agent used. Learn where these sheets are kept and read and understood them for all the products used.• Employers are also required to ensure all chemicals used in the workplace are accompanied by a Material Safety Data Sheet. They must be kept near the chemicals and they cover issues such as:<ul style="list-style-type: none">▪ Product classification; Storage requirements; Transportation regulations; Safe handling procedures; First aid.• Suppliers of chemicals are obliged to provide MSDS for all chemicals purchased from them. <p>Classroom Activity (1) - Handouts Trainer distributes and discusses sample MSDS.</p> <p>Classroom Activity (2) – Internet research Trainer supervises internet research on relevant websites for items identified above, such as:</p> <ul style="list-style-type: none">• http://www.msds.com.au/• https://www.worksafe.vic.gov.au/safety-and-prevention/health-and-safety-topics/material-safety-data-sheets

Slide

Select the cleaning agents to be used

Important rules when dealing with chemicals:

- Follow manufacturer's instructions
- Never mix chemicals together
- Read the labels
- Never apply directly to surfaces being cleaned unless specifically instructed



(Continued)

Slide 22

Slide No	Trainer Notes
22.	<p>Trainer provides important rules to follow when dealing with chemicals:</p> <ul style="list-style-type: none"> ● Always follow the manufacturer's instructions – this the Golden Rule when handling, using or otherwise dealing with chemicals or cleaning agents ● Never mix chemicals together – doing this can cause them to be ineffective, can cause them to give off toxic fumes, and can cause them to explode! ● Read the labels for all products ● Never apply chemicals directly to the surface unless the directions specifically recommend/advise this.

Slide

Select the cleaning agents to be used

- Dilute correctly
- Contact supplier if unsure about any aspect
- Do not store with food/beverages
- Avoid direct contact

(Continued)



Slide 23

Slide No	Trainer Notes
23.	<p>Trainer continues to provide important rules to follow when dealing with chemicals:</p> <ul style="list-style-type: none">• Dilute chemicals according to manufacturer’s instructions – most chemicals will require some degree of dilution• Contact the supplier or supervisor if unsure about any aspect of using or dealing with any chemical• Never store chemicals with food – it is illegal to do so• Avoid contact between bare skin, eyes, mouth and any chemical – this applies to direct contact, as well as indirect contact

Slide

Select the cleaning agents to be used

- See MSDS for first aid
- Work in ventilated conditions
- Avoid contact between food and chemicals
- Always wear/use PPE and clothing



(Continued)

Slide 24

Slide No	Trainer Notes
24.	Trainer continues to provide important rules to follow when dealing with chemicals: <ul style="list-style-type: none"> • Follow the specific advice on the relevant MSDS if chemical is swallowed, or makes contact with eyes or skin • Work in ventilated conditions when using chemicals • Avoid contact between food items and chemicals • Always wear/use the personal protective clothing or equipment provided by the employer when dealing with chemicals – see later slides.

Slide

Select the cleaning agents to be used

- Obtain training
- Use designated measuring items
- Be careful, be serious
- Avoid naked flame
- Wash hands after use/handling.



Slide 25

Slide No	Trainer Notes
25.	<p>Trainer continues to provide important rules to follow when dealing with chemicals:</p> <ul style="list-style-type: none">● Do not handle chemicals until appropriate training has been provided either from a supervisor, an experienced staff member or a representative from the company that supplies the chemicals● Only use the designated items to measure/weigh chemicals to be used – never use jugs or containers that could then be inadvertently used elsewhere in the property for food preparation/service purposes● Treat the handling of chemicals with the seriousness it deserves – focus on the chemical handling task at hand; do not become distracted; no skylarking● Some chemicals are flammable – so keep all chemicals away from heat or a naked flame● Wash hands after using chemicals and after all cleaning duties – to remove chemicals, residue: this applies even when wearing protective gloves. <p>Classroom Activity – Internet research</p> <p>Trainer supervises internet research on relevant websites for items identified above, such as:</p> <p>https://www.worksafe.vic.gov.au/_data/assets/pdf_file/0018/60075/Managing_chemicals_in_Workplace.pdf.</p>

Slide

Select the protective clothing to be used

PPE = Personal Protective Equipment and clothing:

- Must be worn:
 - When directed
 - As directed.



Slide 26

Slide No	Trainer Notes
26.	<p>Trainer highlights:</p> <ul style="list-style-type: none">• PPE = Personal protective equipment (and clothing)• Must be used/worn as required and as directed when handling/using chemicals or cleaning agents.

Slide

Select the protective clothing to be used

Examples of PPE:

- Overalls and jackets
- Aprons
- Gloves and gauntlets
- Cotton glove inserts

(Continued)



Slide 27

Slide No	Trainer Notes
27.	<p>Trainer gives examples of PPE:</p> <ul style="list-style-type: none">• Overalls and jackets – which may be the standard ‘cleaning uniform’ or provided specially for use at designated times/for nominated cleaning tasks• Aprons – which may include material aprons, leather aprons and PVC aprons• Gloves – either thick rubber gloves, PVC gloves or longer and stronger gauntlets• Cotton glove inserts <p>Classroom Activity – Demonstration</p> <p>Trainer presents examples of PPE as listed on slide and demonstrates its use.</p>

Slide

Select the protective clothing to be used



- Breathing apparatus
- Waterproof gear
- Eye protection
- Hearing protection
- Steel-capped boots

(Continued)

Slide 28

Slide No	Trainer Notes
28.	<p>Trainer continues giving examples of PPE:</p> <ul style="list-style-type: none"> ● Breathing apparatus or mask/respirator ● Waterproof clothing and footwear/rubber boots ● Eye protection, goggles, safety glasses and face masks ● Ear/hearing protection ● Enclosed shoes and steel-capped boots <p>Classroom Activity – Demonstration Trainer presents examples of PPE as listed on slide and demonstrates its use.</p>

Slide

Select the protective clothing to be used

- Safety hats
- Hi-vis vests
- Long-sleeved shirts and long trousers
- Broad-brim hats and sunscreen for outside work.



Slide 29

Slide No	Trainer Notes
29.	<p>Trainer continues giving examples of PPE:</p> <ul style="list-style-type: none"> • Safety hats/hard hats, headwear and helmets – food handlers also use hairnets and beard nets • High-visibility vests • Uniform to be worn – which can include long trousers and long-sleeved shirts. • Broad-brimmed hats and sunscreen – for outside work. <p>Classroom Activity (1) – Demonstration Trainer presents examples of PPE as listed on slide and demonstrates its use.</p> <p>Classroom Activity (2) – Internet research Trainer supervises internet research on relevant websites for items identified above, such as:</p> <ul style="list-style-type: none"> • http://www.safetyequipment.net.au/ • http://www2.protectoralsafe.com.au/ • http://www.seton.net.au/

Slide

Select the protective clothing to be used

Help with selecting PPE can be obtained from:

- PPE matrix
- Internal SOPs/WIs.



Slide 30

Slide No	Trainer Notes
30.	<p>Trainer states it is possible to obtain information/direction to assist with identifying the PPE to be used (and how it is to be used) in cleaning processes. Options include:</p> <ul style="list-style-type: none"> ● Checking to see if chemical supplier has a 'PPE Matrix' – this is a list or poster identifying all their chemicals and cross-referencing them to all the necessary PPE which should be used ● Referring to internal Work Instructions or SOPs which set out not only the procedure to be followed and the equipment and supplies to be used, when undertaking cleaning tasks but also list the PPE for each job. <p>Classroom Activity - Handouts</p> <p>Trainer distributes and discusses sample:</p> <ul style="list-style-type: none"> ● PPE matrix ● Standard Operating Instructions ● Work Instructions.

Slide

Select the protective clothing to be used

PPE requirements:

- Employer must provide items
- They must fit and be 'fit for purpose'
- Employer must provide training
- Staff must wear as shown/directed
- Must be worn when directed – 'mandatory' not optional.



Slide 31

Slide No	Trainer Notes
31.	<p>Trainer reinforces requirements relating to PPE:</p> <ul style="list-style-type: none">• Employers are required to provide necessary items and maintain them in safe, working condition• Items must fit the person using/wearing them properly• Items must be 'fit for purpose'• Employers must provide training in how to use the items• Must wear/use items exactly the way shown/trained• Must always wear/use items when directed to do – without exception: the use of PPE is not optional, it is mandatory.

Slide

Check operation and safety of equipment selected

Checking equipment is important to:

- Avoid mixing chemicals
- Avoid transferring dirt
- Stop transfer of bacteria
- Avoid accidents and injury.



Slide 32

Slide No	Trainer Notes
32.	<p>Trainer highlights checking of equipment is important for a number of reasons:</p> <ul style="list-style-type: none"> ● To avoid mixing chemicals from one item of equipment to another – which may damage not only equipment but the surfaces the chemicals are being applied to ● To avoid transferring dirt or grime from one surface to another – it is a standard requirement all cleaning items must themselves be cleaned ● To stop transportation of bacteria from one surface to another – the cleaning items (such as mops) used in food areas will not only need to be washed but will also need to be sanitised as well ● To avoid accident and injury arising from the use of unsafe equipment.

Slide

Check operation and safety of equipment selected

The basis of checks must be:

- Information provided by equipment manufacturer
- Internal protocols.



Slide 33

Slide No	Trainer Notes
33.	Trainer identifies sources of information for safety checks: <ul style="list-style-type: none">• Manufacturer instructions• User Manuals• Operator Guides• Internal SOPs/Wis.

Slide

Check operation and safety of equipment selected

Checks must focus on:

- Communicating with other staff
- Watching for tags on equipment
- Reading internal communications
- Being advised by supervisors

(Continued)



Slide 34

Slide No	Trainer Notes
34.	<p>Trainer stresses checks must focus on:</p> <ul style="list-style-type: none"> ● Communicating with other staff – to learn about problems with items and to identify equipment which is 'Out Of Service' ● Being alert to tags on machines which have been attached because the item has been assessed as dangerous and has been taken 'Out Of Service' ● Reading internal Communication Books which advise of machine/equipment problems and/or unavailability ● Being advised by supervisors at staff briefings.

Slide

Check operation and safety of equipment selected

- Visually inspecting items
- Turning equipment 'on' and doing tests runs
- Looking for problems when machine is running
- Listening for problems

(Continued)



Slide 35

Slide No	Trainer Notes
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35.	<p>Trainer continues to stress checks must focus on:</p> <ul style="list-style-type: none">• Visually inspecting items – and:<ul style="list-style-type: none">▪ Looking for problems and worn parts▪ Checking all parts/components are in place and looking normal• Turning equipment 'on' (where appropriate) – to conduct test runs• Listening to mechanical and electrical equipment – to determine:<ul style="list-style-type: none">▪ If there any unusual noises indicating a problem (such as grinding noises, sparking, loose components)▪ Whether equipment is working as expected/anticipated• Looking to detect problems:<ul style="list-style-type: none">▪ Smoke or sparks▪ Vacuum bags which may not inflate.
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Slide

Check operation and safety of equipment selected

- Using sense of touch/feel
- Using sense of smell.



Slide 36

Slide No	Trainer Notes
36.	<p>Trainer continues to stress checks must focus on:</p> <ul style="list-style-type: none">• Using sense of touch to determine:<ul style="list-style-type: none">▪ If there are unusual or unacceptable vibrations▪ If unusual or unacceptable heat is being generated• Using sense of smell to determine:<ul style="list-style-type: none">▪ Smoke▪ Burning electrical or rubber odour.

Slide

Check operation and safety of equipment selected

Practical checks:

- No jagged parts/edges
- Operationally safe
- Items look clean
- Mop heads are presentable

(Continued)



Slide 37

Slide No	Trainer Notes
37.	<p>Trainer gives examples of practical checks which may be made:</p> <ul style="list-style-type: none"> ● 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

Slide

Check operation and safety of equipment selected

- Buckets clean, odour-free, secure handles and no leaks
- No build up around rollers of mop buckets
- Items are sufficient in number
- Items are appropriate for the job to be done

(Continued)



Slide 38

Slide No	Trainer Notes
38.	<p>Trainer continues giving examples of practical checks which may be made:</p> <ul style="list-style-type: none"> ● 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.

Slide

Check operation and safety of equipment selected

- Necessary attachments are present
- Instructions are available/known or understood
- Electrical cord is safe to use
- Battery-operated items are charged.



Slide 39

Slide No	Trainer Notes
39.	<p>Trainer continues giving examples of practical checks which may be made:</p> <ul style="list-style-type: none">• Make sure all necessary attachments (for vacuum cleaners, polishers, washers) are taken before leaving the cleaning store to enable all planned task 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 – low battery power can adversely affect cleaning performance and causes time loss when the job has to be interrupted to remedy the situation.

Slide

Summary – Element 1

When preparing to clean:

- Select required small and large equipment
- Use industrial/commercial items where possible
- Attach correct pad to polisher for the work to be done
- Consider loading a cleaning cart/trolley to carry the equipment/items to worksite

(Continued)



Slide 40

Slide No	Trainer Notes
40.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Make sure there are rubbish containers for disposal of collected dirt/garbage
- Obtain necessary warning signs, ancillary equipment and PPE
- Select required chemicals and cleaning agents
- Refer to Product Usage Charts, SOPs or Wis to identify chemicals required



(Continued)

Slide 41

Slide No	Trainer Notes
41.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Know where MSDS are located and what they contain
- Handle chemicals safely and with care
- Check all equipment is safe to use/operate
- Never use unsafe equipment/items.



Slide 42

Slide No	Trainer Notes
42.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Element 2 – Apply wet area cleaning techniques

Performance Criteria for this Element are:

- Assess areas to be cleaned
- Prepare worksite
- Clean wet areas
- Tidy worksite
- Clean, check and store equipment and chemicals.



Slide 43

Slide No	Trainer Notes
43.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none">● What is wet cleaning?● What wet cleaning techniques do you know of/have you used?● Where might wet cleaning be applied?● Why is it important to know about wet cleaning techniques?

Slide

Assess areas to be cleaned

Assessment is 'planning and preparation' and requires:

- Looking at the job/work to be done
- Talking to relevant people
- Using personal knowledge, experience and common sense.



Slide 44

Slide No	Trainer Notes
44.	Trainer presents overview of the assessment process explaining: <ul style="list-style-type: none"> • Assessment of the task is part of 'planning and preparation' for the job. • Assessment is undertaken through a combination of the following three activities: <ul style="list-style-type: none"> ▪ 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.

Slide

Assess areas to be cleaned

Considerations when assessing work include:

- Determine extent of work to be done
- Work out how long job will take
- Allow input from 'relevant others'
- Gauge level of customer use/traffic



(Continued)

Slide 45

Slide No	Trainer Notes
45.	<p>Trainer identifies when assessing the task/area considerations are:</p> <ul style="list-style-type: none"> ● Determine the <i>extent</i> of the work to be done – for example: <ul style="list-style-type: none"> ▪ Is a full clean required or just spot cleaning? ▪ Is the area very dirty? ▪ Is there graffiti damage? ▪ What sort of dirt/soil needs to be removed? ▪ Is it a big area or a small space? ▪ Are there any obvious problems/difficulties with the job? ● Work out <i>how long</i> the job will take – in order to: <ul style="list-style-type: none"> ▪ Plan other work ▪ Integrate this job with other work to be done ▪ Arrange for other staff to assist if necessary ● Allow <i>discussion with 'relevant others'</i> in relation to the job – this can mean speaking with area supervisors to ascertain their particular requirements: <ul style="list-style-type: none"> ▪ Are there are things they want concentrated on? ▪ Are there areas which need to done first or finished by a certain time? ▪ Are there problems/dangers they need to communicate? ● Gauge <i>level of customer traffic/usage</i> – to determine: <ul style="list-style-type: none"> ▪ Should cleaning be delayed until a quieter/later time? ▪ Barriers and warning signs which need to be put in place

Slide

Assess areas to be cleaned

- Determine complexity of the job
- Identify techniques to use
- Work out resources required
- Check condition of area to be cleaned

(Condition)



Slide 46

Slide No	Trainer Notes
46.	<p>Trainer continues identifying when assessing the task/area considerations are:</p> <ul style="list-style-type: none"> ● Determine <i>complexity</i> of the job – to work out: <ul style="list-style-type: none"> ▪ If help with the work is required ▪ If specialist equipment or techniques are required ● Identify most appropriate and effective cleaning techniques to apply to clean the area as required – which will be a prime determinant of the resources required ● Work out the resources required – in terms of: <ul style="list-style-type: none"> ▪ Cleaning equipment and ancillary items ▪ Cleaning chemicals and agents ● Check condition of equipment in and condition of area to be cleaned – so any damage can be noted/reported before starting.

Slide

Assess areas to be cleaned

- Inspect vehicles to be cleaned
- Factor in weather conditions
- Determine work flow.



Slide 47

Slide No	Trainer Notes
47.	<p>Trainer continues identifying when assessing the task/area considerations are:</p> <ul style="list-style-type: none">● Inspect vehicles to be cleaned – to check them for pre-existing damage, level of interior and exterior dirt and any service-related issues which may need to be reported so appropriate maintenance can be provided● Factor in weather conditions – should:<ul style="list-style-type: none">▪ Planned cleaning be delayed until the weather changes/improves?▪ Special requirements apply because of the weather at the time?● Determine:<ul style="list-style-type: none">▪ Start and finish points for the job▪ Location of cleaning equipment and resources during the job.

Slide

Prepare worksite

Before arriving at worksite:

- Obtain 'work order' or verbal work instructions
- Load cleaning cart/trolley.



Slide 48

Slide No	Trainer Notes
48.	<p>Trainer explains in terms of preparing worksite, before arriving at the worksite there may/will need to:</p> <ul style="list-style-type: none"> ● Obtain work order from supervisor – not all cleaning jobs will require a work order but some businesses use them to organise and allocate work to staff. Work orders will indicate: <ul style="list-style-type: none"> ▪ The areas/locations to be cleaned/serviced ▪ Sequence of work – to ensure work is completed in priority order and finished when required ▪ Special jobs – such as indication where (for example) special cleaning or action is required ● Load cleaning trolley – not all businesses will use a cleaning trolley but they are a useful way of moving cleaning requisites and keeping them handy. Where they are used they may need to be loaded/stocked with: <ul style="list-style-type: none"> ▪ Tools and equipment – to undertake the allocated job ▪ Caddies and baskets – to hold items which need to be carried into an area: the cleaning trolley will not be able to be taken into all areas where cleaning has to be performed because it may be too large or it may create an unacceptable obstacle ▪ Cleaning chemicals and agents ▪ Personal protective equipment and clothing ▪ Replacement items – needed to re-stock/re-supply the area being serviced or cleaned. Items may include: <ul style="list-style-type: none"> - Soap and towels

- Ashtrays
- Toilet paper
- Light globes
- Promotional materials.

Classroom Activity – Demonstration

Trainer shows cleaning cart/trolley to group and demonstrates how to load ready for cleaning.

Slide

Prepare worksite

On arrival at worksite:

- Notify 'required' persons cleaning is about to start
- Realise many cleaning tasks are a 'balancing act'
- Empty ash trays
- Clean/polish ash trays

(Continued)



Slide 49

Slide No	Trainer Notes
49.	<p>Trainer identifies on arrival at worksite the following activities are standard before cleaning begins:</p> <ul style="list-style-type: none"> ● Notifying 'required' persons in the area – cleaning is about to start. These persons may include: <ul style="list-style-type: none"> ▪ Area supervisor ▪ Staff in the area ▪ Customers/guests. <ul style="list-style-type: none"> – Many cleaning tasks which have to be completed are often a balancing act – needing to balance: <ul style="list-style-type: none"> ○ Getting the job done as ○ Completing the task within the allocated time and/or by a given time ○ Cooperating with other employees to minimise interruption to their work ○ Avoiding/limiting annoyance to customers/guests ● Emptying ashtrays – into designated containers. Be alert to smouldering butts which can cause a fire. ● Cleaning, wiping and polishing ashtrays as required to optimise appearance – this applies to free-standing ash trays, table-based ashtrays and in-vehicle ash trays. <ul style="list-style-type: none"> ▪ Remove and/or replace table-based ashtrays which are damaged.

Slide

Prepare worksite

- Pick up loose litter
- Pick up 'lost and found' items
- Empty rubbish bins
- Put warning signs in place

(Continued)



Slide 50

Slide No	Trainer Notes
50.	<p>Trainer identifies on arrival at worksite the following activities are standard before cleaning begins:</p> <ul style="list-style-type: none"> ● Picking up loose litter – this means walking the area with a rubbish bag and physically picking up items which are lying on the floor or other surfaces in the area. Loose litter items may include: <ul style="list-style-type: none"> ▪ Discarded items which have been used by a customer ▪ Newspapers ▪ Wrapping materials and food packaging ▪ Cigarette butts ▪ Soft drink containers ● Picking up 'lost and found' items – the nature of what is determined to be 'lost and found' items will vary between businesses but the following is indicative: <ul style="list-style-type: none"> ▪ Personal clothing ▪ Personal items – such as bags and wallets ▪ Personal papers and documents. <ul style="list-style-type: none"> – All 'lost and found' items must be processed according to house rules/policies. ● Emptying rubbish containers – important aspects are: <ul style="list-style-type: none"> ▪ Do not overload rubbish bins or bags ▪ Be careful/be alert to the potential for injury from broken glass and syringes <ul style="list-style-type: none"> • Clean/polish bins after they have been emptied, as appropriate • Re-fit bins with bin liners according to standard house practices

- Erecting appropriate warning signs in the location being cleaned – these may include:
 - ‘Wet floor’ signs/cones
 - ‘Cleaning in progress’ signs/cones.
 - These signs should be placed in plain view of customers/guests, which may mean they are positioned:
 - Near entrances/doors
 - Near lifts/elevators.
 - In some cases there may be a requirement to close the area so no-one can enter while working – this may mean closing and locking doors, or erecting physical barricades/tape.

Slide

Prepare worksite

- Move/remove furniture and fittings
- Move vehicles to be cleaned
- Double-check internal protocols
- Put on/prepare required PPE.



Slide 51

Slide No	Trainer Notes
51.	<p>Trainer identifies on arrival at worksite the following activities are standard before cleaning begins:</p> <ul style="list-style-type: none"> ● Moving and removing furniture and fittings – as required, so: <ul style="list-style-type: none"> ▪ Easier access to other areas/items is obtained ▪ Damage to them as a result of cleaning is avoided. ▪ Sometimes there will be a need to cover equipment, stock, facilities and items with protective material and/or drop cloths to avoid contact from water and/or cleaning agents, dust or other contamination. ● Moving a vehicle which has to be cleaned to a safe location or designated cleaning/washing bay. This may be needed to: <ul style="list-style-type: none"> ▪ Enable easier access to specialist vehicle cleaning tools and materials ▪ Avoid obstruction to other vehicles and customers/guests ▪ Prevent 'drift' to others when washing the exterior of the vehicle. ● Understanding organisation-specific directions/instructions applicable to the job – these may be: <ul style="list-style-type: none"> ▪ SOPs ▪ Work Instructions ▪ Relevant internal standards and criteria ● Putting on and/or using necessary PPE and clothing for the job which is about to be done.

Slide

Prepare worksite

To interact appropriately with customers when cleaning:

- Greet them – say ‘Hello’
- Tell them cleaning is about to begin
- Ask their permission to proceed
- Be prepared go away and clean another area (if required) and return at a later time



(Continued)

Slide 52

Slide No	Trainer Notes
52.	<p>Trainer highlights need for cleaners to interact appropriately when working giving examples of what is required:</p> <ul style="list-style-type: none"> ● Greeting them when meeting them – with an appropriate verbal greeting and smile ● Informing of the service/cleaning about to be undertaken ● Asking for permission to clean the area/items – as necessary/if appropriate ● Cleaning another area if customers/guests are present – and returning at a later time.

Slide

Prepare worksite

- Answer questions and queries
- Refer customers to management where necessary
- Give customers 'right of way'
- Keep noise and inconvenience to a minimum.



Slide 53

Slide No	Trainer Notes
53.	<p>Trainer continues giving advice about interacting appropriately with customers while cleaning:</p> <ul style="list-style-type: none">• Providing responses to requests and queries• Referring customers to management if they make a request which falls outside personal scope of authority to deal with• Moving aside to allow customers/guests to pass – giving them right-of-way• Keeping noise and inconvenience to a minimum.

Slide

Clean wet areas

'Wet areas':

- Areas where water/liquid is normally present
- Most outside areas which are open to the weather
- Areas where 'wet' cleaning techniques can safely/effectively be applied.



Slide 54

Slide No	Trainer Notes
54.	Trainer defines 'wet areas' as: <ul style="list-style-type: none"> ● Areas where there is normally liquid or water present – toilets, bathrooms, shower areas, pool-sides ● Most outside areas which are open to the weather ● Areas which can be cleaned using wet cleaning techniques especially wet mopping.

Slide

Clean wet areas

General 'wet area' cleaning procedures:

- Remove loose dust
- Treat heavy soil
- Treat graffiti

(Continued)



Slide 55

Slide No	Trainer Notes
55.	<p>Trainer outlines basic/general 'wet' area cleaning procedures highlighting to treat every job on its merits:</p> <ul style="list-style-type: none">● Removing loose dust – this is a basic first step:<ul style="list-style-type: none">▪ Picking up loose rubbish, litter and debris▪ Sweeping the area▪ Dry/dust mopping the area● Treating heavy soil – which may mean:<ul style="list-style-type: none">▪ Using spot cleaning chemicals and techniques▪ Scraping away built-up material● Treating graffiti – this may require:<ul style="list-style-type: none">▪ Use of nominated graffiti wipes, paint removers, gels or solvents▪ Surface restoration – such as painting▪ Pressure washing – see Element 4▪ Application of anti-graffiti coatings▪ Engagement of professional cleaning company specialising in graffiti removal <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean wet areas

- Mop the area – dry and wet
- Hose the area
- Scrub
- Wetwipe.



Slide 56

Slide No	Trainer Notes
56.	<p>Trainer continues outlining basic/general 'wet' area cleaning procedures:</p> <ul style="list-style-type: none"> ● Mopping – in terms of: <ul style="list-style-type: none"> ▪ Dry mopping to remove loose dust and debris ▪ Wet mopping to clean the area ● Hosing – which can involve: <ul style="list-style-type: none"> ▪ Use of a standard water hose with nozzle to: <ul style="list-style-type: none"> – Pre-spray/pre-wet an area prior to application of chemicals or cleaning activity – Remove dirt and debris ● Rinse <ul style="list-style-type: none"> • Scrubbing – which can involve the use of: <ul style="list-style-type: none"> ▪ Scrubbing brushes, water and detergent ▪ Abrasive pads ● Wet wiping – which is the use of damp cloths (wetted with water or detergent/cleaning agent) to clean a surface. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean wet areas

Internal protocols for cleaning:

- Are provided in SOPs/WIs
- Will be explained/demonstrated in on-the-job training
- Must be followed
- Enable work to be completed to standard required, efficiently and safely.



Slide 57

Slide No	Trainer Notes
57.	<p>Trainer explains most/many organisations have protocols for staff to follow when cleaning highlighting:</p> <ul style="list-style-type: none"> ● These may be referred to as: <ul style="list-style-type: none"> ▪ Standard Operating Procedures (SOPs) ▪ Work Instructions (WIs). ● Where these are in place: <ul style="list-style-type: none"> ▪ Appropriate training will be provided as part of the on-the-job training ▪ They will have been developed for use with equipment and chemicals used by the business ▪ They must be followed. ● SOPs/WIs are provided to guide the action of staff when cleaning public areas, rooms or individual items/areas. They are provided to ensure: <ul style="list-style-type: none"> ▪ Work is completed to a set standard/level of quality ▪ Work is completed safely ▪ Work is completed in the most efficient manner in terms of cost and time. <p>Classroom Activity – Demonstration and practical</p> <ul style="list-style-type: none"> ● Trainer distributes, discusses and demonstrates: ● ‘Wet Mopping SOP’ and ‘Wet Mopping WI’ (as presented in Trainee Manual) ● ‘SOP Cleaning toilets and urinals’ <ul style="list-style-type: none"> • Provides opportunity for students to practice.

Slide

Clean wet areas

Cleaning mirrors or glass surfaces:

- Wet with damp sponge
- Spray with glass cleaner
- Use razor to remove hard spots
- Use squeegee to remove excess water
- Dry with cloth/paper towel
- Inspect/check work
- Note and report any damage.



Slide 58

Slide No	Trainer Notes
58.	<p>Trainer discusses cleaning of mirrors and glass surfaces explaining requirements are:</p> <ul style="list-style-type: none"> ● Wetting mirror or glass surface with damp sponge dipped in hot water to remove any obvious marks ● Spraying with mirror/glass cleaner – cleaning with clean, damp sponge: this step may need to be repeated depending on condition/dirt ● Using razor with safety handle to remove hard spots ● Using squeegee to remove excess water – use overlapping strokes and wipe rubber blade clean/dry at end of each stroke ● Drying off with cloth or paper towel ● Inspecting/checking work – and remedy problems (smudges and watermarks) as identified ● Noting damage to mirrors and glass (cracks, need for re-silvering, rust stains) – and reporting to supervisor/area manager or duty manager. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer discusses and demonstrates cleaning of mirrors/glass surfaces and provides opportunity for students to do same.</p>

Slide

Clean wet areas

Wet vacuum cleaning:

- Ensure machine is a wet vacuum cleaner – not all units are suitable/safe to use for wet cleaning
- Follow manufacturer's instructions for use of machine as contained in Operator Handbook
- Monitor to ensure machine does not get over-filled
- Do not move/pull machine by hose
- Move machine.



Slide 59

Slide No	Trainer Notes
59.	<p>Trainer discusses use of wet vacuum cleaner highlighting:</p> <ul style="list-style-type: none"> ● Wet vacuum cleaners are used to clean up liquid/water spills or flooded areas on hard or soft floor surfaces. ● Only vacuum cleaners designated as 'wet' machines can be used for this work – there may be a requirement to use a dedicated 'wet' (only) machine or a wet/dry unit which can be switched between 'dry' and 'wet' vacuuming. ● When using these machines follow the directions contained in the User Manual/Operating Instructions for the individual device being used. <p>Classroom Activity (1) – Demonstration and practical</p> <p>Trainer shows example of wet vacuum cleaner and:</p> <ul style="list-style-type: none"> ● Demonstrates use ● Provides opportunity for students to practice. <p>Classroom Activity (2) – Internet research</p> <p>Trainer supervises internet research on relevant websites for items identified above, such as:</p> <ul style="list-style-type: none"> ● http://www.youtube.com/watch?v=MgN_rsWOtCI – Floor Tech Wet Mopping: 4 mins 34 secs ● http://www.youtube.com/watch?v=3eF0whKP6EY – How to damp mop floors: 3 mins 54 secs ● http://www.youtube.com/watch?v=Kl9X07UGyu0 – How to mop: 3 mins 9 secs ● http://www.youtube.com/watch?v=RJo8HzhHNCY – How to clean a commercial restroom: 21 mins 4 secs

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| | <ul style="list-style-type: none">• http://www.youtube.com/watch?v=r3vGCUaimsw – Restroom cleaning simple techniques: 10 mins 50 secs• http://www.youtube.com/watch?v=fjCWhrGis8 – Washroom cleaning training video: 8 mins 3 secs |
|--|--|

Slide

Tidy worksite

Finishing activities will depend on:

- The preparation activities undertaken
- Whether business is 'open' or 'closed'.



Slide 60

Slide No	Trainer Notes
60.	<p>Trainer discusses finishing activities after cleaning has been completed emphasising the exact nature of finishing activities required will depend on:</p> <ul style="list-style-type: none">• The preparation activities which were done – there is a general need to 'undo' what has been 'done' in terms of preparation work• Whether the business is open or closed – which influences (for example) items needing to be turned 'on' or 'off', and whether or not doors are opened, closed, locked or unlocked.

Slide

Tidy worksite

Finishing activities:

- Tidying the area
 - Remove drop sheets
 - Re-arrange furniture and items
 - Remove warning signs and cleaning items
 - Perform 'touch ups' as required



(Continued)

Slide 61

Slide No	Trainer Notes
61.	<p>Trainer gives examples of finishing activities:</p> <ul style="list-style-type: none"> • Tidying the area – which may involve: <ul style="list-style-type: none"> ▪ Removing drop sheets and protective cloths/materials placed over items as part of the preparation process ▪ Arranging/re-arranging the furniture – this may require taking a photo of things before work starts (perhaps on a cell phone) ▪ Placing items in designated/assigned areas – as described in a floor plan/layout for the room, space or area ▪ Returning excess items (items which are in the wrong place) to other/storage areas or to their correct location ▪ Removing warning signs/cones and other barriers or tapes which were put in place ▪ Removing cleaning equipment, carts, materials and chemicals and other requisites • Performing 'touch-ups' – which may involve: <ul style="list-style-type: none"> ▪ Spot cleaning – of areas not fully clean ▪ Drying – of wet spots <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Tidy worksite

- Finalising the job
- Inspecting the area
- Returning area to operational status

(Continued)



Slide 62

Slide No	Trainer Notes
62.	<p>Trainer continues giving examples of finishing activities:</p> <ul style="list-style-type: none"> ● Finalising the work – such as (if and as appropriate to the area): <ul style="list-style-type: none"> ▪ Placement of products – books, magazines, promotional materials, give-aways ▪ Re-stocking of essential requisites – soap, toilet paper, tissues, towels ▪ Spraying room freshener/deodorant ● Inspecting the area – this should be a visual inspection which may use a checklist to guide and record actions. The inspection should: <ul style="list-style-type: none"> ▪ Cover the entire area – which has been cleaned ▪ Note other issues which require attention – this may be additional/different cleaning as well as repairs/maintenance ▪ Be undertaken in a structured manner – such as inspecting ‘from left to right’ or ‘in a clockwise direction’ ● Returning the area to operational status – which may involve: <ul style="list-style-type: none"> ▪ Unlocking doors which were locked during the preparation stage ▪ Locking doors which were unlocked as part of the cleaning process ▪ Turning equipment ‘on’ or ‘off’ as required – lights, heaters or coolers, vending machines, music systems ▪ Notifying supervisor cleaning has been completed – and area is ready for service. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Tidy worksite

- Disposing of soil/waste
- Returning vehicles to designated locations
- Recording completion of work
- Dealing with 'lost and found' items.



Slide 63

Slide No	Trainer Notes
63.	<p>Trainer continues giving examples of finishing activities:</p> <ul style="list-style-type: none"> • Disposing of soil and waste – this may require: <ul style="list-style-type: none"> ▪ Collection of soil and waste ▪ Disposal into a bag or container/bin ▪ Removal to an external bin/container. ▪ All disposal must comply with local environmental requirements which may necessitate: <ul style="list-style-type: none"> ▪ Not disposing of soil/waste into storm water drains ▪ Separation of nominated waste/rubbish ▪ Recycling of items ▪ Control of odours and vermin ▪ Regular cleaning of waste bins/containers • Returning vehicles to designated locations – which may require: <ul style="list-style-type: none"> ▪ Completion of vehicle log ▪ Locking doors of vehicle ▪ Hand-over of keys to designated person/supervisor ▪ Parking in a specific manner – such as reverse park, or nose-in • Recording completion of cleaning – this may require: <ul style="list-style-type: none"> ▪ Filling in a 'work schedule' to record work completed at the end of the shift <ul style="list-style-type: none"> • Complete an area-specific time sheet – indicating:

- When the area was cleaned/serviced
- Who did the cleaning/servicing
- Dealing with lost and found items – this may require:
 - Handing found items in to the designated lost and found area/facility
 - Completing a lost and found entry in the Lost and Found Register – or providing relevant details so such an entry can be made, addressing:
 - Description of the item
 - Where it was found
 - When it was found.

Classroom Activity – Demonstration and practical

Trainer demonstrates activities listed on slide and provides opportunity for students to do same.

Slide

Clean, check and store equipment and chemicals

Cleaning of cleaning items may occur in:

- Cleaning store room
- Designated cleaning room
- Nominated outside locations.



Slide 64

Slide No	Trainer Notes
64.	<p>Trainer identifies cleaning of cleaning items/equipment may be undertaken:</p> <ul style="list-style-type: none">• In the cleaning store room• In a designated cleaning room• In nominated outside locations.

Slide

Clean, check and store equipment and chemicals

Cleaning equipment needs to be cleaned after use to:

- Prevent smells
- Maintain appearance
- Maximise effectiveness
- Prepare items for next use.



Slide 65

Slide No	Trainer Notes
65.	<p>Trainer explains cleaning equipment needs to be cleaned after use so as to:</p> <ul style="list-style-type: none">• Prevent odour problems• Maintain a high level of appearance• Maximise operational effectiveness• Leave the items ready for use next time they are needed.

Slide

Clean, check and store equipment and chemicals

Dusting mops:

- Shake – outside
- Wash in detergent
- Air dry.



Slide 66

Slide No	Trainer Notes
66.	<p>Trainer explains cleaning for Dusting mops:</p> <ul style="list-style-type: none"> ● Shake thoroughly in appropriate location (outside) ● Wash in hot soapy water ● Hang out to air dry <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Washing mops:

- Wash in hot, soapy water
- Squeeze dry
- Air dry
- Sanitise.



Slide 67

Slide No**Trainer Notes**

67.

Trainer explains cleaning for washing mops stating on a regular basis mops should be:

- Washed in hot soapy water and rinsed thoroughly
- Squeeze-dried
- Hung up to air dry
- Sanitising may be required.

Classroom Activity – Demonstration and practical

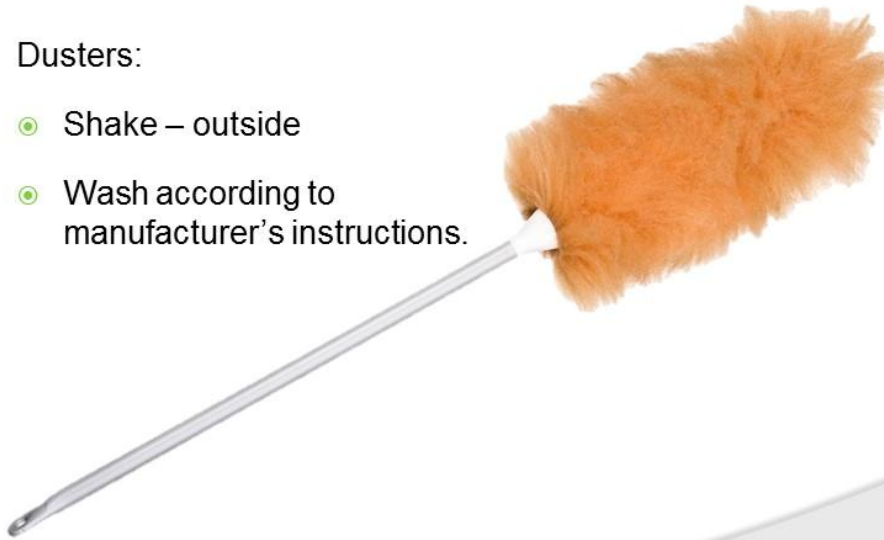
Trainer demonstrates activities listed on slide and provides opportunity for students to do same.

Slide

Clean, check and store equipment and chemicals

Dusters:

- Shake – outside
- Wash according to manufacturer's instructions.



Slide 68

Slide No	Trainer Notes
68.	<p>Trainer explains cleaning of dusters involves:</p> <ul style="list-style-type: none"> ● Shake clean regularly in an appropriate outside area ● Wash in accordance with the manufacturer's instructions. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Brooms and brushes:

- Shake clean
- Wash with detergent
- Rinse
- Air dry.



Slide 69

Slide No	Trainer Notes
69.	<p>Trainer explains cleaning of brooms and brushes involves:</p> <ul style="list-style-type: none">● Shake clean● Wash in hot soapy water● Rinse● Air dry. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Cloths and sponges:

- Clean regularly
- Wash in hot, soapy water
- Air dry.



Slide 70

Slide No	Trainer Notes
70.	<p>Trainer explains cleaning of cloths and sponges should be:</p> <ul style="list-style-type: none"> ● Cleaned on a regular basis using hot soapy water ● Left to air dry. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Buckets:

- Discard dirty water
- Remove/rinse dirt or debris
- Wash with detergent
- Check wringers/rollers for fibres/debris
- Invert and air dry.



Slide 71

Slide No	Trainer Notes
71.	<p>Trainer explains cleaning of buckets involves:</p> <ul style="list-style-type: none">• Tipping out the dirty water into the sink/gully trap identified for this purpose – buckets should not be emptied in public areas• Removing or rinsing out any dirt/material• Washing with designated detergent – some businesses will also require sanitising• Checking wringers and rollers of mop buckets and removing debris as required – clean rollers with cloth• Turning upside down and leaving to air dry. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals



Vacuum cleaners:

- Follow manufacturer's instructions
- Clean at end of each shift
- Drain and dry – machine, filters, baskets
- Wipe attachments
- Wrap/stow cord and hose.

Slide 72

Slide No	Trainer Notes
72.	<p>Trainer notes all vacuum cleaners must be cleaned in accordance with manufacturer's instructions – generic requirements include:</p> <ul style="list-style-type: none"> ● Clean out at the end of each shift ● Drain and dry ● Dry filters (and baskets) ● Wipe clean attachments ● Wrap/stow power cord and hose correctly and safely. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Carpet shampooers:

- Follow manufacturer's instructions
- Clean on regular basis
- Wipe clean
- Empty/drain and flush – unit and hose
- Clean head
- Dry
- Stow/wrap cord and hose.



Slide 73

Slide No	Trainer Notes
73.	<p>Trainer explains cleaning for carpet shampoo machine (and all attachments):</p> <ul style="list-style-type: none">● Clean after each use● Wipe clean● Empty/drain and flush – unit and hose● Clean head● Dry● Stow cord and hose.● All cleaning of carpet shampoo machines must be done in accordance with manufacturer's instructions. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Cleaning PPE:

- Follow manufacturer's instructions
- Discard damaged/unserviceable items
- Report/replace damaged/unserviceable items
- Clean and sanitise

(Continued)



Slide 74

Slide No	Trainer Notes
74.	<p>Trainer identifies need to clean PPE explaining this requires:</p> <ul style="list-style-type: none"> ● Following manufacturer's instructions for each item in every instance ● Discarding items no longer suitable for use ● Reporting and/or replacing worn or damaged items or articles ● Wiping down with detergent and sanitiser – as appropriate for individual items <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

- Maintain as necessary
- Check for rips and tears
- Check for holes and leaks
- Verify integrity of items.



Slide 75

Slide No

Trainer Notes

75.

Trainer continues explaining cleaning of PPE:

- Maintaining as required – such as replacing filters on masks/respirators
- Checking for rips and tears to gloves and aprons
- Checking for holes/leaks in safety shoes/boots
- Verifying the integrity of safety glasses.

Classroom Activity – Demonstration and practical

Trainer demonstrates activities listed on slide and provides opportunity for students to do same.

Slide

Clean, check and store equipment and chemicals

Safety checks must address:

- Report problems/issues
- Remove unsafe items from use
- Follow manufacturer's instructions
- Check attachments and cords.



Slide 76

Slide No	Trainer Notes
76.	<p>Trainer highlights safety checks must be undertaken on all equipment as part of their cleaning and storing. Activities include:</p> <ul style="list-style-type: none"> ● Reporting problems/issues identified during cleaning processes ● Removing unsafe items from use ● Following manufacturer's instructions regarding regular inspections and checks ● Checking all attachments and cords. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Basic maintenance – will vary with equipment and between businesses:

- Adding fuel
- Greasing/oiling parts
- Changing filters, bags, pads and belts
- Recharging batteries.



Slide 77

Slide No	Trainer Notes
77.	<p>Trainer highlights only basic maintenance and repairs will be required explaining other maintenance and service must be performed by suitable qualified technicians and stressing what is classified as <i>basic</i> maintenance and repairs can vary between businesses and vary with the equipment being used but may include:</p> <ul style="list-style-type: none"> ● Adding fuel to petrol and diesel-driven units ● Greasing and oiling parts ● Emptying items – basic maintenance for items such as vacuum cleaners and other items that incorporate a vacuuming function must be emptied as a routine maintenance activity ● Changing filters and bags – in vacuum cleaners ● Changing pads – on polishers ● Changing belts – on belt-driven items ● Recharging batteries for battery-powered units. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

'Other' maintenance may need to be reported in writing or verbally – this requires providing:

- Type of issue
- Location of item
- Urgency
- Name and contact details
- Date and time.



Slide 78

Slide No	Trainer Notes
78.	<p>Trainer explains where further work needs to be done to equipment these situations must be reported highlighting reports may need to be made verbally or in writing and most businesses will use a 'Maintenance Request Form' which contains space to record:</p> <ul style="list-style-type: none"> ● Type of maintenance issue – such as 'pump not working', 'filter requires replacement' or 'plug needs re-wiring' ● Location of item/area requiring maintenance – by room number, office or other location ● Urgency associated with the request/need for attention ● Personal name and contact details ● Date and time. <p>Classroom Activity - Handout Trainer distributes and discusses use of standard 'Maintenance Request' form.</p>

Slide

Clean, check and store equipment and chemicals

Storing equipment:

- In accordance with enterprise requirements
- Putting items in designated places
- Ensuring ease of access for next user
- Stowing attachments with equipment
- Completing required logs/registers.



Slide 79

Slide No	Trainer Notes
79.	<p>Trainer states all equipment must be stored after cleaning highlighting requirements include:</p> <ul style="list-style-type: none"> ● Storing/stowing in accordance with enterprise requirements ● Locating all items in their designated places ● Ensuring items are easy for the next person to access/use ● Making sure all attachments are stowed with the equipment ● Completing any internal logs/registers required.

Slide

Clean, check and store equipment and chemicals

Storing chemicals after use:

- Never pour unused and undiluted chemicals down a sink or gully trap
- Wear/use required PPE
- Return items to designated places
- Store chemicals with labels facing front

(Continued)



Slide 80

Slide No	Trainer Notes
80.	<p>Trainer discusses storing of chemicals highlighting all chemicals must be stored after use in accordance with legislated requirements and enterprise requirements – these may include:</p> <ul style="list-style-type: none"> • Never disposing of left-over chemicals in undiluted form down a sink or gully trap. Chemicals should only be poured down drains fitted to chemical traps – never assume a drain leads to a chemical trap. Local laws address may address environmental concerns requiring safe disposal of chemicals by requiring them to be: <ul style="list-style-type: none"> ▪ Taken to designated collection sites ▪ Collected by specially licensed collection businesses. • Wearing appropriate PPE when storing chemicals • Returning chemicals to designated locations – as opposed to storing in random locations • Storing chemicals with labels facing the front – for ease of identification/reading the label

Slide

Clean, check and store equipment and chemicals

- Check each container
- Check other containers in the store
- Soak up spills
- Leaver decanted chemicals in spray bottles
- Secure the store room

(Continued)



Slide 81

Slide No	Trainer Notes
81.	Trainer continues discussing storing of chemicals: <ul style="list-style-type: none"> ● Checking each bottle/container stored to ensure: <ul style="list-style-type: none"> ▪ No leaks or damage ▪ Lids/seals are tight ● Visually checking <i>other chemicals and containers</i> in the store at the same time – to identify leaks, spills or dangers/issues ● When spilt, chemicals should be initially soaked up with sand, earth or some kind of designated absorbent material – see/follow relevant MSDS ● Leaving already de-canted chemicals in spray bottles – rather than returning them to larger drums/containers ● Securing the chemical store – to prevent unauthorised use of the chemicals

Slide

Clean, check and store equipment and chemicals

- Dispose of already diluted chemicals
- Do not store chemicals with food or drinks
- Do not store chemicals in food/drink containers
- Do not eat, drink or smoke when handling chemicals
- Wash hands after storing chemicals.



Slide 82

Slide No	Trainer Notes
82.	<p>Trainer continues discussing storing of chemicals:</p> <ul style="list-style-type: none"> • Disposing of any chemicals which have been diluted – as they will have lost the cleaning power of their active ingredients by the next time they are used • Never storing chemicals with foodstuffs, beverages or containers which will be used to serve/hold food or drinks • Never storing chemicals in food containers • Never eating, drinking or smoking when handling/storing chemicals • Always washing hands after storing chemicals at the completion of cleaning.

Slide

Clean, check and store equipment and chemicals

Ordering stock to replace used items/chemicals may be done verbally or in writing ('requisition form') addressing:

- Person requesting items
- Items needed – by type and brand
- Size
- Quantity
- Date.



Slide 83

Slide No	Trainer Notes
83.	<p>Trainer stresses stocks of chemicals must be replaced/replenished at end-of-shift indicating stock may be ordered verbally or using a requisition, and explaining order/requisition should include:</p> <ul style="list-style-type: none">● Person requesting the items● Items needed – by type and brand name● Quantity of units required● Size of each unit/container● Date. <p>Requisition forms completed and forwarded to the appropriate person at the end of shift today, should result in the supplies ordered (or 'requisitioned') being supplied to the cleaning store later in the day or early the next day before the next shift starts work.</p> <p>Classroom Activity – Handout</p> <p>Trainer distributes and discusses use of requisition form to order chemicals for a cleaning store room.</p>

Slide

Summary – Element 2

When applying wet area cleaning techniques:

- Talk to relevant people about the work
- Use personal knowledge/experience as key reference points for determining and evaluating work
- Assess work and determine what needs to be done and what resources will be required
- Identify time required and techniques to be used

(Continued)



Slide 84

Slide No	Trainer Notes
84.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Cover items and use drop-cloths as necessary
- Maintain positive customer relations
- Use appropriate techniques for the work to be done
- Ensure vacuum cleaners used for wet work are designated 'wet vacuum cleaners'

(Continued)



Slide 85

Slide No	Trainer Notes
85.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Balance need to clean with customer satisfaction and comfort
- Implement safety signage and/or barriers
- Follow internal SOPs and WIs
- Wear/use designated PPE

(Continued)



Slide 86

Slide No	Trainer Notes
86.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Undertake clearing and pick-up of loose items and litter as a basic first step
- Tidy worksite before returning it to service
- Clean, check and store cleaning equipment and PPE after completion of task/s
- Take action to replace/replenish used items.



Slide 87

Slide No	Trainer Notes
87.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Element 3 – Apply dry area cleaning techniques

Performance Criteria for this Element are:

- Assess areas to be cleaned
- Prepare worksite
- Clean wet areas
- Tidy worksite
- Clean, check and store equipment and chemicals.



Slide 88

Slide No	Trainer Notes
88.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none"> ● What is dry cleaning? ● What dry cleaning techniques do you know of/have you used? ● Where might dry cleaning be applied? ● Why is it important to know about dry cleaning techniques?

Slide

Assess areas to be cleaned

Assessment of areas – planning and preparation:

- Looking at area/job
- Talking to relevant people
- Using personal knowledge, experience and common sense.



Slide 89

Slide No	Trainer Notes
89.	<p>Trainer provides recap of assessment process stating:</p> <ul style="list-style-type: none">● Assessment of the task is part of 'planning and preparation' for the job and involves:<ul style="list-style-type: none">▪ Looking at the area/job – visually inspecting the area▪ Talking to people who have input to make or responsibility for the area▪ Using knowledge and experience as key reference points.

Slide

Assess areas to be cleaned

When assessing the work to be done:

- Determine extent of work to be done
- Work out time required
- Discuss with relevant others
- Gauge traffic

(Continued)



Slide 90

Slide No	Trainer Notes
90.	Trainer reminds students of factors to consider when assessing the task/area: <ul style="list-style-type: none"> ● Determine the extent of the work to be done ● Work out how long the job will take ● Allow discussion with 'relevant others' in relation to the job ● Gauge level of customer traffic/usage

Slide

Assess areas to be cleaned

- Determine complexity
- Identify cleaning techniques to use
- Determine resources required

(Continued)



Slide 91

Slide No	Trainer Notes
91.	<p>Trainer continues to remind students of factors to consider when assessing the task/area:</p> <ul style="list-style-type: none">● Determine complexity of the job● Identify most appropriate and effective cleaning techniques to apply to clean the area as required● Work out the resources required

Slide

Assess areas to be cleaned

- Check condition of area to be cleaned
- Inspect vehicles to be cleaned
- Factor in weather
- Plan the job/workflow.



Slide 92

Slide No	Trainer Notes
92.	<p>Trainer continues to remind students of factors to consider when assessing the task/area:</p> <ul style="list-style-type: none"> ● Check condition of equipment in and condition of area to be cleaned ● Inspect vehicles to be cleaned ● Factor in weather conditions ● Plan the job.

Slide

Prepare worksite

Before arriving at worksite:

- Obtain 'work order' or verbal work instructions
- Load cleaning cart/trolley.



Slide 93

Slide No	Trainer Notes
93.	<p>Trainer reminds students about preparing worksite repeating before arriving at the worksite there may/will need to:</p> <ul style="list-style-type: none"> ● Obtain work order from supervisor – not all cleaning jobs will require a work order but some businesses use them to organise and allocate work to staff. Work orders will indicate: <ul style="list-style-type: none"> ▪ The areas/locations to be cleaned/serviced ▪ Sequence of work – to ensure work is completed in priority order and finished when required ▪ Special jobs – such as indication where (for example) special cleaning or action is required ● Load cleaning trolley – not all businesses will use a cleaning trolley but they are a useful way of moving cleaning requisites and keeping them handy. Where they are used they may need to be loaded/stocked with: <ul style="list-style-type: none"> ▪ Tools and equipment – to undertake the allocated job ▪ Caddies and baskets – to hold items which need to be carried into an area: the cleaning trolley will not be able to be taken into all areas where cleaning has to be performed because it may be too large or it may create an unacceptable obstacle ▪ Cleaning chemicals and agents ▪ Personal protective equipment and clothing ▪ Replacement items – needed to re-stock/re-supply the area being serviced or cleaned. Items may include: <ul style="list-style-type: none"> - Soap and towels

	<ul style="list-style-type: none">- Ashtrays- Toilet paper- Light globes- Promotional materials.
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Slide

Prepare worksite

Prior to starting cleaning:

- Advise nominated people work is about to start
- Empty ashtrays
- Clean, wipe and polish ashtrays
- Pick up loose litter/rubbish

(Continued)



Slide 94

Slide No	Trainer Notes
94.	<p>Trainer reminds students following activities are standard before cleaning begins:</p> <ul style="list-style-type: none"> ● Notifying 'required' persons cleaning is about to start ● Emptying ashtrays ● Cleaning, wiping and polishing ashtrays as required to optimise appearance ● Picking up loose litter.

Slide

Prepare worksite

- Pick up 'lost and found' items
- Empty rubbish bins
- Erect warning signs
- Move/remove furniture and other items as required

(Continued)



Slide 95

Slide No	Trainer Notes
95.	Trainer continues to remind students following activities are standard before cleaning begins: <ul style="list-style-type: none"> ● 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.

Slide

Prepare worksite

- Move vehicles to be cleaned
- Refresh knowledge about internal protocols and requirements
- Put on/use PPE.



Slide 96

Slide No	Trainer Notes
96.	<p>Trainer continues to remind students following activities are standard before cleaning begins:</p> <ul style="list-style-type: none">• 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.

Slide

Clean dry areas

Regarding 'dry' cleaning it is important to understand:

- Many techniques are pre-requisites for 'wet' cleaning
- Some liquid/water may be used or required
- Techniques are basic and simple
- 'Dry' cleaning is the most commonly used approach to cleaning

(Continued)



Slide 97

Slide No	Trainer Notes
97.	<p>Trainer makes important points regarding 'dry' cleaning:</p> <ul style="list-style-type: none"> ● Many 'dry' cleaning techniques are pre-requisites for 'wet' cleaning techniques – for example sweeping and dry mopping will often precede wet mopping ● 'Dry' cleaning involves techniques where there is little or no use/application of water or liquids as part of the cleaning process – it does not mean the approach is necessarily completely dry: it means the liquid/water used is not used to such an extent it is allowed to penetrate fabrics or surfaces it is used on ● 'Dry' cleaning techniques are basic and straight-forward requiring fewer/no chemicals and a simpler range of equipment ● 'Dry' cleaning techniques are often used more frequently than 'wet' cleaning techniques.

Slide

Clean dry areas

- It can often be undertaken even where customers are present
- Less/little PPE is required
- Staff will be required to perform 'wet' and 'dry' cleaning
- Customer safety and comfort must remain a priority.



Slide 98

Slide No	Trainer Notes
98.	<p>Trainer continues to make important points regarding 'dry' cleaning:</p> <ul style="list-style-type: none"> ● 'Dry' cleaning can often be undertaken even where there are customers/guests present because it is generally less intrusive, requires less equipment, and of shorter duration ● 'Dry' cleaning commonly requires less PPE – often there is no need for any PPE ● The same staff will be required to undertake both forms of cleaning ● Customer/guest safety and comfort must remain a priority when performing any cleaning.

Slide

Clean dry areas

'Dry' cleaning techniques:

- Dusting and polishing
- Dry mopping
- Vacuum cleaning
- Sweeping
- Floor polishing.



Slide 99

Slide No	Trainer Notes
99.	<p>Trainer states it is always necessary to treat every cleaning job on its merits and the approach to cleaning and the techniques, equipment and chemicals used must always reflect the circumstances and nature of the job but with this said 'dry' cleaning includes:</p> <ul style="list-style-type: none"> ● Dusting and polishing – see following slides ● Dry mopping – see following slides ● Vacuum cleaning – see following slides ● Sweeping – see following slides ● Floor polishing – see following slides.

Slide

Clean dry areas

Dusting and polishing:

- Dusting = collecting dust
- Polishing = cleaning to leave a shiny surface
- Use duster or damp lint-free cloth to dust
- On-the-job training will be provided

(Continued)



Slide 100

Slide No	Trainer Notes
100.	<p>Trainer presents information on polishing and dusting:</p> <ul style="list-style-type: none"> ● The main purpose of dusting is to collect small particles of dust. ● The main purpose of polishing is to clean the item and leave a shiny, reflecting finish. ● Dusting may be done with a duster or a damp lint-free cloth. <ul style="list-style-type: none"> ▪ It is important to use common sense when choosing which cloth/article to dust with: do not use a damp cloth if the moisture could ruin the object being cleaned, and remember to change the cloth when soiled. ● On-the-job training – which will probably include being teamed up with an experienced room attendant for a couple of days – will provide guidance in this regard.

Slide

Clean dry areas

- Spray cleaning agent onto cleaning cloth
- Buff surface to remove streaks
- Work systematically around room/area
- Pick up and clean underneath small objects.



Slide 101

Slide No	Trainer Notes
101.	<p>Trainer continues presenting information on polishing and dusting:</p> <ul style="list-style-type: none"> ● Spray the cleaning agent onto the cloth – not onto the surface to be cleaned <ul style="list-style-type: none"> ▪ Buff the surface after cleaning to remove any streaks. ▪ When dusting and polishing a room, it is best to start in one spot and work around the room, say, in a clockwise direction – this routine should be followed in every room. ▪ Some small items may need to be picked up in order to dust or polish underneath.

Slide

Clean dry areas

Cleaning may be 'daily' or less frequently and may cover:

- Air conditioning vents, picture frames, mirrors
- Doors, skirting boards and furniture
- Vehicles
- Windows and walls
- Telephones
- Outside balcony areas.



Slide 102

Slide No	Trainer Notes
102.	<p>Trainer identifies items/areas which may be 'dry' cleaned:</p> <ul style="list-style-type: none"> ● Air conditioning vents ● Picture frames – facing glass as well as frame ● Mirrors – frame and mirror ● Doors – including top ledge and handles ● Skirting boards ● Furniture – including: <ul style="list-style-type: none"> ▪ Seat furniture – remove cushions and check sides, legs, back and underneath ▪ Lamps – clean bases, shades and cords ▪ General items including built-in and free-standing items – with attention required to top, sides, legs, and underneath each item; do not forget to clean inside the drawers ● Vehicles – interiors only (exteriors will require wet cleaning) and (perhaps) polishing ● Windows – glass and frames, and window sills ● Walls – check for cobwebs and marks ● Telephone – main unit and hand receiver ● Outside/balcony areas – furniture, ash trays. <p>Class Activity – Demonstration and Practical Exercise</p> <p>Trainer demonstrates dusting and polishing of a range of areas/items listed on the slide and provides opportunity for students to do same.</p>

Slide

Clean dry areas

Dry mopping:

- Also known as 'dust mopping'
- Uses a 'dust mop'
- Often a better alternative (on sealed floors) to sweeping.



Slide 103

Slide No	Trainer Notes
103.	<p>Trainer talks about dry mopping as a 'dry' cleaning technique:</p> <ul style="list-style-type: none"> ● May also be known as 'dust mopping' ● Uses a special 'dust mop' ● Preferred to sweeping as it creates less dust and is quieter. <p>Class Activity (1) – Handout Trainer distributes and discusses 'Work Instruction – Dust Mopping' as presented in Trainee Manual.</p> <p>Class Activity (2) – Demonstration and Practical Exercise Trainer demonstrates dry mopping of floor and provides opportunity for students to practice same.</p>

Slide

Clean dry areas

When vacuuming carpets and floors:

- Vacuum after dusting/other cleaning has been completed
- Walk over area to be cleaned and pick up loose items
- Use appropriate tool/attachment

(Continued)



Slide 104

Slide No

Trainer Notes

104.

Trainer discusses dry vacuum cleaning stating when vacuuming carpets and floors:

- Vacuuming should occur after dusting and other cleaning has been finished – vacuuming is one of the last jobs to do
- Before starting to vacuum a floor/carpet, walk over it – and pick up any items likely to cause damage to the machine or block the vacuum hose: these items may be relatively large pieces of paper, pins, bottle tops. Use common sense about what the vacuum cleaner can effectively pick up and what it cannot
- Use the appropriate cleaning tool for the surface to be cleaned/vacuumed: see the User/Operator manual for more detail – different machines have different tools for different carpet types and different surface types so a machine may feature:
 - A single head (a 'variable head') which can be adjusted for different surfaces – bristles down for hard surfaces, bristles retracted for carpets/rugs
 - One head which may be suitable for all surfaces
 - Crevice tools/nozzles – for reaching hard-to-reach/clean areas/corners of rooms and furniture
 - Extensions to the handle – to give the machine extra length/reach for cleaning high areas

Slide

Clean dry areas

- Start at furthest point and vacuum back towards door
- Use smooth movements
- Start at top of stairs and work down
- Position electric cord over shoulder
- Take care

(Continued)



Slide 105

Slide No	Trainer Notes
105.	<p>Trainer continues discussing dry vacuum cleaning stating when vacuuming carpets and floors:</p> <ul style="list-style-type: none"> ● Start vacuuming from the farthest point from the door and work backwards towards the door ● Use smooth movements – overlap each stroke: work backwards and forwards moving towards the door of the room ● If required to clean/vacuum a set of stairs, start at the top and work towards the bottom ● If the vacuum cleaner has a long electrical cord – hold the cord or place it over the shoulder to help avoid running over it ● Use the vacuum cleaner with care – this means making a conscious effort to make sure the head (or the machine itself) does not hit walls, furniture, fixtures and fittings

Slide

Clean dry areas

- Empty machine regularly
- Be alert to performance of unit
- Take time to work properly
- Clean behind doors
- Move and vacuum under small items.



Slide 106

Slide No	Trainer Notes
106.	<p>Trainer continues discussing dry vacuum cleaning stating when vacuuming carpets and floors:</p> <ul style="list-style-type: none"> ● Empty the vacuum cleaner (or bag) on a regular basis – the fuller the bag/cleaner, the less effectively it works ● Be alert to unusual noises, vibrations and smells that can indicate an operational problem with the machine. If there is a fault with the machine: <ul style="list-style-type: none"> ▪ Stop work immediately ▪ Return the machine to the store or Maintenance area – make sure it is tagged as 'Unsafe – Do not use' ▪ Obtain a safe, fully-operational machine and resume work ● Take time to do the job properly – this can mean: <ul style="list-style-type: none"> ▪ Making sure all areas are vacuumed – not just the areas that look dirty ▪ Cleaning into the corners of rooms ● Cleaning behind doors – this often means opening/closing the door and vacuuming the floor/carpet when the door is both open and closed ● Moving small pieces of equipment/furniture and vacuuming under them – as opposed to just vacuuming around them. <p>Class Activity – Demonstration and Practical Exercise</p> <p>Trainer demonstrates operation of dry vacuum cleaner and provides opportunity for students to do same.</p>

Slide

Clean dry areas

Responding to stains when vacuuming:

- Be alert to need to identify them
- Remove as soon as possible using spotter kits/stain removal techniques appropriate to stain and carpet
- Report stains which cannot be treated.



Slide 107

Slide No	Trainer Notes
107.	<p>Trainer discusses responding to stains when vacuuming stating the need to:</p> <ul style="list-style-type: none"> ● Pay attention to the need to identify stains ● Remove stains as soon as possible using appropriate stain removal method/s (relating specifically to the type of carpet, active ingredients of the chemical and the type of stain) ● Report stains which cannot be removed due to difficulty or time factors. <p>Class Activity – Demonstration and Practical Exercise</p> <p>Trainer demonstrates removal/treatment of a range of stains from carpets and provides opportunity for students to do same.</p>

Slide

Clean dry areas

Dry vacuum cleaners can also be used to:

- Clean upholstered furniture
- Remove cobwebs
- Clean ceiling and high-area objects
- Remove flies and dust from window sills.



Slide 108

Slide No	Trainer Notes
108.	<p>Trainer advises vacuum cleaner can also be used to:</p> <ul style="list-style-type: none">• Clean upholstered furniture• Remove cobwebs• Clean the ceiling and ceiling-mounted items• Remove dust and flies/insects from window sills. <p>Class Activity – Demonstration and Practical Exercise</p> <p>Trainer demonstrates operation of dry vacuum cleaner to clean carpet and on a variety of items/areas and provides opportunity for students to do same.</p>

Slide

Clean dry areas

Sweeping:

- Done to remove dust/debris
- May be the entire cleaning task required
- May be a pre-requisite for other cleaning jobs.



Slide 109

Slide No	Trainer Notes
109.	Trainer discusses sweeping as a 'dry' cleaning method stating: <ul style="list-style-type: none"> • Sweeping is done to remove dust and other debris. • In some cases 'sweeping' may be the entire cleaning job needing to be done but in many cases sweeping is a preparatory task for wet mopping or stripping a floor for re-sealing.

Slide

Clean dry areas

When sweeping:

- Pick up loose litter first
- Select the right type of broom for the job
- Consider 'dust mopping' as an alternative
- Be mindful of potential for raised dust



(Continued)

Slide 110

Slide No	Trainer Notes
110.	<p>Trainer provides tips when sweeping:</p> <ul style="list-style-type: none"> ● Pick up loose litter and debris by hand first ● Choose the right broom for the job – softer brooms for internal work and brooms with stiffer bristles for outside work ● Consider dust mopping as an alternative ● Be mindful of the potential for raised dust – and work to minimise it: slower strokes results in less dust.

Slide

Clean dry areas

- Sweep in a structured/planned manner
- Avoid damage to walls and other items
- Clean under items
- Sweep up and remove collected dust and debris.



Slide 111

Slide No	Trainer Notes
111.	<p>Trainer continues to provide tips when sweeping:</p> <ul style="list-style-type: none"> ● Sweep in a structured/planned manner: <ul style="list-style-type: none"> ▪ Push or pull the broom as most appropriate ▪ Work systematically through the area to be cleaned ▪ Overlap strokes of the broom to obtain proper coverage ▪ Clean behind doors ● Avoid damage to walls, skirting boards, furniture and other items ● Clean under items as required – be prepared to move small items ● Sweep up the collected dust/debris using a dustpan and brush. <p>Class Activity – Demonstration and Practical Exercise</p> <p>Trainer demonstrates sweeping of interior floors and provides opportunity for students to practice same.</p>

Slide

Clean dry areas

Sweeping driveways and parking areas:

- Should include footpaths and walkways
- May be ongoing or done once-a-day
- Small areas will be cleaned using hand tools/brooms
- Larger areas may be cleaned with mechanical or motorised units.



Slide 112

Slide No	Trainer Notes
112.	<p>Trainer discusses sweeping of driveways and parking areas stating:</p> <ul style="list-style-type: none">• The cleaning of driveways and car parks should also embrace the cleaning of footpaths as well as servicing external walkways within the business.• The cleaning of driveways and parking lots is often a continuous job, combined with the cleaning of other outdoor areas. That is, the one person/crew may do nothing else for an entire shift but clean/service these areas.• The cleaning of driveways, parking lots and walkways/paths will depend to a great extent on the size of the areas to be cleaned. In practice:<ul style="list-style-type: none">▪ The smaller the area, the greater the use of hand equipment/tools▪ The bigger the area, the greater the reliance on power equipment and/or motorised equipment.

Slide

Clean dry areas

Activities in sweeping driveways and parking lots:

- Pick up loose litter and large items
- Use yard broom for sweeping smaller areas
- Use mechanical sweeper for bigger areas
- Spot clean as required

(Continued)



Slide 113

Slide No	Trainer Notes
113.	<p>Trainer identifies activities which may be involved in sweeping driveways, parking lots and walkways:</p> <ul style="list-style-type: none"> ● Picking up and removal of loose litter and large items by hand ● Using/pushing a 'yard broom' to sweep the area – for smaller areas ● Using a manual 'push sweeper' or walk-behind vacuum sweeper bigger areas ● Spot-cleaning/removal of: <ul style="list-style-type: none"> ▪ Chewing gum ▪ Oil spots/marks ▪ Spills <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates a range of actions described on the slide and provides opportunity for students to do same.</p>

Slide

Clean dry areas

- Use high-pressure washing
- Apply de-greasers where needed
- Use mechanical scrubbers for stubborn stains
- Use ride-on/motorised sweeper for very large areas.



Slide 114

Slide No	Trainer Notes
114.	<p>Trainer continues to identify activities which may be involved in sweeping driveways, parking lots and walkways:</p> <ul style="list-style-type: none"> ● Using high-pressure hose to (pressure) wash surfaces and remove dirt – see next Element ● Applying degreasers – to assist in the cleaning process ● Using mechanical scrubbers on problem areas ● Using ride on/motorised sweepers – especially on very large area sites. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates a range of actions described on the slide and provides opportunity for students to do same.</p>

Slide

Clean dry areas

Polishing floors uses a polishing machine/burnisher:

- Pre-clean floor – pick up loose litter
- Fit correct polishing pad
- Adjust machine/handle to individual preference



(Continued)

Slide 115

Slide No	Trainer Notes
115.	<p>Trainer states a floor polishing machine/burnisher may be used to polish floors identifying keys in using a floor polisher are:</p> <ul style="list-style-type: none"> ● Pre-clean the floor first – pick up loose litter and sweep ● Fit correct polishing pad ● Adjust handle of machine to correct height for individual operator – this is a comfortable position which gives control over the unit: waist/thigh height is recommended

Slide

Clean dry areas

- Place electric cord over shoulder
- Control direction of machine through the handle:
 - Raising = Right (RR)
 - Lowering = Left (LL)
- Practice is essential to achieve competency.



Slide 116

Slide No	Trainer Notes
116.	<p>Trainer continues identifying keys in using a floor polisher:</p> <ul style="list-style-type: none"> ● Place electric cord over the shoulder – to keep it out of the way/danger ● Control the direction of the machine using 'raising' and 'lowering' techniques – this means using the rotation of the pad to direct the way the machine moves: <ul style="list-style-type: none"> ▪ Gently raising the handle to send the machine to the right ▪ Gently lowering the handle to send the machine to the left. ● The only way to gain competence in operating these machines is experience/practice – expect 'loss of control' to begin with so practice in areas free from objects which may be damaged by accidental contact/impact. <p>Classroom Activity (1) – Internet research Trainer supervises internet research on relevant websites for items identified above, such as: http://www.youtube.com/watch?v=6pNSaWtR9fs – Floor Buffer Demonstration</p> <p>Classroom Activity (2) – Demonstration and practical Trainer demonstrates operation/use of floor polisher and provides opportunity for students to do same.</p>

Slide

Tidy worksite

Finishing activities:

- Tidying the area
 - Remove drop sheets
 - Re-arrange furniture and items
 - Remove warning signs and cleaning items
 - Perform 'touch ups' as required



(Continued)

Slide 117

Slide No	Trainer Notes
117.	<p>Trainer reminds students of finishing activities:</p> <ul style="list-style-type: none"> • Tidying the area – which may involve: <ul style="list-style-type: none"> ▪ Removing drop sheets and protective cloths/materials placed over items as part of the preparation process ▪ Arranging/re-arranging the furniture – this may require taking a photo of things before work starts (perhaps on a cell phone) ▪ Placing items in designated/assigned areas – as described in a floor plan/layout for the room, space or area ▪ Returning excess items (items which are in the wrong place) to other/storage areas or to their correct location ▪ Removing warning signs/cones and other barriers or tapes which were put in place ▪ Removing cleaning equipment, carts, materials and chemicals and other requisites ▪ Performing 'touch-ups' – which may involve: <ul style="list-style-type: none"> – Spot cleaning – of areas not fully clean – Drying – of wet spots.

Slide

Tidy worksite

- Finalising the job
- Inspecting the area
- Returning area to operational status

(Continued)



Slide 118

Slide No	Trainer Notes
118.	<p>Trainer continues reminding students regarding examples of finishing activities:</p> <ul style="list-style-type: none"> ● Finalising the work – such as (if and as appropriate to the area): <ul style="list-style-type: none"> ▪ Placement of products – books, magazines, promotional materials, give-aways ▪ Re-stocking of essential requisites – soap, toilet paper, tissues, towels ▪ Spraying room freshener/deodorant ● Inspecting the area – this should be a visual inspection which may use a checklist to guide and record actions. The inspection should: <ul style="list-style-type: none"> ▪ Cover the entire area – which has been cleaned ▪ Note other issues which require attention – this may be additional/different cleaning as well as repairs/maintenance ▪ Be undertaken in a structured manner – such as inspecting ‘from left to right’ or ‘in a clockwise direction’ ● Returning the area to operational status – which may involve: <ul style="list-style-type: none"> ▪ Unlocking doors which were locked during the preparation stage ▪ Locking doors which were unlocked as part of the cleaning process ▪ Turning equipment ‘on’ or ‘off’ as required – lights, heaters or coolers, vending machines, music systems ▪ Notifying supervisor cleaning has been completed – and area is ready for service.

Slide

Tidy worksite

- Disposing of soil/waste
- Returning vehicles to designated locations
- Recording completion of work
- Dealing with 'lost and found' items.



Slide 119

Slide No	Trainer Notes
119.	<p>Trainer continues reminding students regarding examples of finishing activities:</p> <ul style="list-style-type: none"> • Disposing of soil and waste – this may require: <ul style="list-style-type: none"> ▪ Collection of soil and waste ▪ Disposal into a bag or container/bin ▪ Removal to an external bin/container. ▪ All disposal must comply with local environmental requirements which may necessitate: <ul style="list-style-type: none"> ▪ Not disposing of soil/waste into storm water drains ▪ Separation of nominated waste/rubbish ▪ Recycling of items ▪ Control of odours and vermin ▪ Regular cleaning of waste bins/containers • Returning vehicles to designated locations – which may require: <ul style="list-style-type: none"> ▪ Completion of vehicle log ▪ Locking doors of vehicle ▪ Hand-over of keys to designated person/supervisor ▪ Parking in a specific manner – such as reverse park, or nose-in • Recording completion of cleaning – this may require: <ul style="list-style-type: none"> ▪ Filling in a 'work schedule' to record work completed at the end of the shift ▪ Complete an area-specific time sheet – indicating:

	<ul style="list-style-type: none">- When the area was cleaned/serviced- Who did the cleaning/servicing• Dealing with lost and found items – this may require:<ul style="list-style-type: none">▪ Handing found items in to the designated lost and found area/facility▪ Completing a lost and found entry in the Lost and Found Register – or providing relevant details so such an entry can be made, addressing:<ul style="list-style-type: none">- Description of the item- Where it was found- When it was found.
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Slide

Clean, check and store equipment and chemicals

Cleaning of cleaning items may occur in:

- Cleaning store room
- Designated cleaning room
- Nominated outside locations.



Slide 120

Slide No	Trainer Notes
120.	<p>Trainer reminds students cleaning of cleaning items/equipment may be undertaken:</p> <ul style="list-style-type: none">• In the cleaning store room• In a designated cleaning room• In nominated outside locations.

Slide

Clean, check and store equipment and chemicals

Cleaning equipment needs to be cleaned after use to:

- Prevent smells
- Maintain appearance
- Maximise effectiveness
- Prepare items for next use.



Slide 121

Slide No	Trainer Notes
121.	<p>Trainer reminds students cleaning equipment needs to be cleaned after use so as to:</p> <ul style="list-style-type: none">● Prevent odour problems● Maintain a high level of appearance● Maximise operational effectiveness● Leave the items ready for use next time they are needed.

Slide

Clean, check and store equipment and chemicals

Dusting mops:

- Shake – outside
- Wash in detergent
- Air dry.



Slide 122

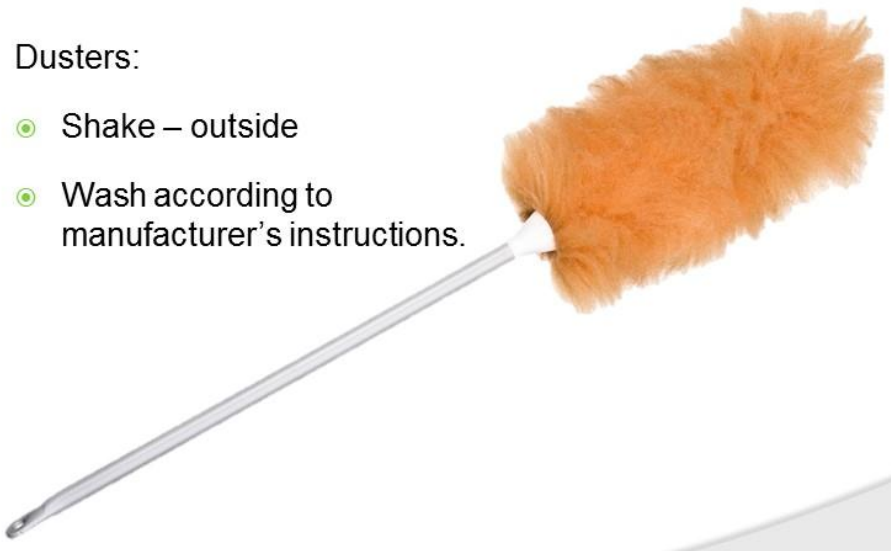
Slide No	Trainer Notes
122.	<p>Trainer reinforces previous advice about cleaning for Dusting mops:</p> <ul style="list-style-type: none">● Shake thoroughly in appropriate location (outside)● Wash in hot soapy water● Hang out to air dry.

Slide

Clean, check and store equipment and chemicals

Dusters:

- Shake – outside
- Wash according to manufacturer’s instructions.



Slide 123

Slide No	Trainer Notes
123.	Trainer reinforces previous advice about cleaning of dusters: <ul style="list-style-type: none">• Shake clean regularly in an appropriate outside area• Wash in accordance with the manufacturer’s instructions.

Slide

Clean, check and store equipment and chemicals

Brooms and brushes:

- Shake clean
- Wash with detergent
- Rinse
- Air dry.



Slide 124

Slide No	Trainer Notes
124.	<p>Trainer reinforces previous advice about cleaning of brooms and brushes:</p> <ul style="list-style-type: none">● Shake clean● Wash in hot soapy water● Rinse● Air dry.

Slide

Clean, check and store equipment and chemicals

Cloths and sponges:

- Clean regularly
- Wash in hot, soapy water
- Air dry.



Slide 125

Slide No	Trainer Notes
125.	<p>Trainer reinforces previous advice about cleaning of cloths and sponges stating they should be:</p> <ul style="list-style-type: none">• Cleaned on a regular basis using hot soapy water• Left to air dry.

Slide

Clean, check and store equipment and chemicals

Safety checks must address:

- Report problems/issues
- Remove unsafe items from use
- Follow manufacturer's instructions
- Check attachments and cords.



Slide 126

Slide No	Trainer Notes
126.	<p>Trainer reinforces previous advice about safety checks stating they must be undertaken on all equipment as part of their cleaning and storing. Activities include:</p> <ul style="list-style-type: none"> ● Reporting problems/issues identified during cleaning processes ● Removing unsafe items from use ● Following manufacturer's instructions regarding regular inspections and checks ● Checking all attachments and cords.

Slide

Clean, check and store equipment and chemicals

Basic maintenance – will vary with equipment and between businesses:

- Adding fuel
- Greasing/oiling parts
- Changing filters, bags, pads and belts
- Recharging batteries.



Slide 127

Slide No	Trainer Notes
127.	<p>Trainer reminds students only basic maintenance and repairs will be required explaining other maintenance and service must be performed by suitable qualified technicians and stressing what is classified as <i>basic</i> maintenance and repairs can vary between businesses and vary with the equipment being used but may include:</p> <ul style="list-style-type: none"> ● Adding fuel to petrol and diesel-driven units ● Greasing and oiling parts ● Emptying items – basic maintenance for items such as vacuum cleaners and other items that incorporate a vacuuming function must be emptied as a routine maintenance activity ● Changing filters and bags – in vacuum cleaners ● Changing pads – on polishers ● Changing belts – on belt-driven items ● Recharging batteries for battery-powered units.

Slide

Clean, check and store equipment and chemicals

'Other' maintenance may need to be reported in writing or verbally – this requires providing:

- Type of issue
- Location of item
- Urgency
- Name and contact details
- Date and time.



Slide 128

Slide No	Trainer Notes
128.	<p>Trainer reinforces previous advice observing where further work needs to be done to equipment these situations must be reported highlighting reports may need to be made verbally or in writing and most businesses will use a 'Maintenance Request Form' which contains space to record:</p> <ul style="list-style-type: none"> ● Type of maintenance issue – such as 'pump not working', 'filter requires replacement' or 'plug needs re-wiring' ● Location of item/area requiring maintenance – by room number, office or other location ● Urgency associated with the request/need for attention ● Personal name and contact details ● Date and time.

Slide

Clean, check and store equipment and chemicals

Storing equipment:

- In accordance with enterprise requirements
- Putting items in designated places
- Ensuring ease of access for next user
- Stowing attachments with equipment
- Completing required logs/registers.



Slide 129

Slide No	Trainer Notes
129.	<p>Trainer reinforces previous advice stating all equipment must be stored after cleaning highlighting requirements include:</p> <ul style="list-style-type: none">• Storing/stowing in accordance with enterprise requirements• Locating all items in their designated places• Ensuring items are easy for the next person to access/use• Making sure all attachments are stowed with the equipment• Completing any internal logs/registers required.

Slide

Clean, check and store equipment and chemicals

Storing chemicals after use:

- Never pour unused and undiluted chemicals down a sink or gully trap
- Wear/use required PPE
- Return items to designated places
- Store chemicals with labels facing front



(Continued)

Slide 130

Slide No	Trainer Notes
130.	<p>Trainer reinforces previous advice about storing of chemicals highlighting all chemicals must be stored after use in accordance with legislated requirements and enterprise requirements – these may include:</p> <ul style="list-style-type: none"> ● Never disposing of left-over chemicals in undiluted form down a sink or gully trap. Chemicals should only be poured down drains fitted to chemical traps – never assume a drain leads to a chemical trap. Local laws address may address environmental concerns requiring safe disposal of chemicals by requiring them to be: <ul style="list-style-type: none"> ▪ Taken to designated collection sites ▪ Collected by specially licensed collection businesses. ● Wearing appropriate PPE when storing chemicals ● Returning chemicals to designated locations – as opposed to storing in random locations ● Storing chemicals with labels facing the front – for ease of identification/reading the label.

Slide

Clean, check and store equipment and chemicals

- Check each container
- Check other containers in the store
- Soak up spills
- Leave decanted chemicals in spray bottles
- Secure the store room



(Continued)

Slide 131

Slide No	Trainer Notes
131.	<p>Trainer continues reminding students about storing of chemicals:</p> <ul style="list-style-type: none"> ● Checking each bottle/container stored to ensure: <ul style="list-style-type: none"> ▪ No leaks or damage ▪ Lids/seals are tight ● Visually checking <i>other chemicals and containers</i> in the store at the same time – to identify leaks, spills or dangers/issues ● When spilt, chemicals should be initially soaked up with sand, earth or some kind of designated absorbent material – see/follow relevant MSDS ● Leaving already de-canted chemicals in spray bottles – rather than returning them to larger drums/containers ● Securing the chemical store – to prevent unauthorised use of the chemicals.

Slide

Clean, check and store equipment and chemicals

- Dispose of already diluted chemicals
- Do not store chemicals with food or drinks
- Do not store chemicals in food/drink containers
- Do not eat, drink or smoke when handling chemicals
- Wash hands after storing chemicals.



Slide 132

Slide No	Trainer Notes
132.	<p>Trainer continues reminding students about storing of chemicals:</p> <ul style="list-style-type: none"> • Disposing of any chemicals which have been diluted – as they will have lost the cleaning power of their active ingredients by the next time they are used • Never storing chemicals with foodstuffs, beverages or containers which will be used to serve/hold food or drinks • Never storing chemicals in food containers • Never eating, drinking or smoking when handing/storing chemicals • Always washing hands after storing chemicals at the completion of cleaning.

Slide

Clean, check and store equipment and chemicals

Ordering stock to replace used items/chemicals may be done verbally or in writing ('requisition form') addressing:

- Person requesting items
- Items needed – by type and brand
- Size
- Quantity
- Date.



Slide 133

Slide No	Trainer Notes
133.	<p>Trainer emphasises previous advice reminding students stocks of chemicals must be replaced/replenished at end-of-shift indicating stock may be ordered verbally or using a requisition, and explaining order/requisition should include:</p> <ul style="list-style-type: none"> ● Person requesting the items ● Items needed – by type and brand name ● Quantity of units required ● Size of each unit/container ● Date. <p>Requisition forms completed and forwarded to the appropriate person at the end of shift today, should result in the supplies ordered (or 'requisitioned') being supplied to the cleaning store later in the day or early the next day before the next shift starts work.</p> <p>Classroom Activity - Handout</p> <p>Trainer distributes and discusses use of requisition form to order chemicals for a cleaning store room.</p>

Slide

Summary – Element 3

When applying dry area cleaning techniques:

- Assess the job and work to be done
- Plan the work
- Prepare the job/worksite

(Continued)



Slide 134

Slide No	Trainer Notes
134.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

- Apply appropriate techniques depending on the job to be done
- Adhere to internal SOPs/WIs
- Wear/use designated PPE

(Continued)



Slide 135

Slide No	Trainer Notes
135.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

- Undertake clearing and pick-up of loose items and litter as a basic first step
- Tidy worksite before returning it to service
- Clean, check and store cleaning equipment and PPE after completion of task/s
- Take action to replace/replenish used items.



Slide 136

Slide No	Trainer Notes
136.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Element 4 – Apply pressure washing techniques

Performance Criteria for this Element are:

- Assess areas to be pressure washed
- Prepare worksite
- Clean areas using pressure washers
- Tidy worksite
- Clean, check and store equipment and chemicals.



Slide 137

Slide No	Trainer Notes
137.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none">• Who has used a pressure washer?• What was the experience of using a pressure washer like?• What dangers do you think are inherent in using a pressure washer?• What did you clean using the pressure washer?

Slide

Assess the area to be pressure washed

When assessing areas to be pressure-washed:

- Identify the areas to be pressure-washed
- Confirm suitability for pressure-washing
- Identify soil type

(Continued)



Slide 138

Slide No	Trainer Notes
138.	<p>Trainer explains when assessing areas to be pressure washed the following apply:</p> <ul style="list-style-type: none"> ● Identify areas to be pressure washed – through: <ul style="list-style-type: none"> ▪ Written/printed work order, work allocation or scheduled cleaning list ▪ Talking to supervisor and being directed by them ▪ Being contacted by personnel responsible for, or working in, the area and being notified of a cleaning need ● Confirming suitability for cleaning the area using pressure washing techniques – other people who do not have experience/competency with pressure washing can believe pressure washing is needed when it is a totally inappropriate, ineffective, dangerous and/or potentially damaging technique. Rely on personal expertise to determine if an area/job is genuinely a pressure washing job. ● Identify soil type – there is a need to determine (where/if possible) the type of dirt needing to be cleaned/removed. This is important because it may influence the chemicals used to complete the work. Soil type may be identified by: <ul style="list-style-type: none"> ▪ Use of the senses – looking at it, smelling it and/or feeling it (rubbing it between the fingers) ▪ Talking to anyone who may have caused the problem – to ask what happened and what the soil is

Slide

Assess the area to be pressure washed

- Identify vehicles to be cleaned
- Identify surface/structure to be cleaned
- Confirm condition of areas/surfaces will not be damaged by pressure-washing.



Slide 139

Slide No	Trainer Notes
139.	<p>Trainer continues explaining when assessing areas to be pressure washed the following apply:</p> <ul style="list-style-type: none"> ● Identify vehicle/s to be pressure washed – where the task requires vehicle cleaning it is necessary to determine: <ul style="list-style-type: none"> ▪ Type of vehicle – bus/coach, four-wheel drive, sedan: this affects time required and may impact degree and type of dirt ▪ Specific identifier for the vehicle – such as registration number or organisational numbering code – to ensure the correct vehicle is cleaned ● Identify surface type to be cleaned – common surfaces suitable for pressure washer cleaning are: <ul style="list-style-type: none"> ▪ Brick structures and brick-finished walls and floor surfaces ▪ Car parks – made from asphalt or concrete ▪ Concrete floors – such as those in storage areas ▪ Entertainment seating – in outdoor arenas/areas ▪ External walls and roofs – made from hard materials ▪ Gutters and fascia boards ▪ Awnings and facades ▪ Painted surfaces ▪ Steps and stairwells

- Confirming condition of equipment in the area to be cleaned, and the condition of the surfaces to be cleaned – which may require:
 - Visual checking to ensure no danger or damage will result from the process
 - Following guidance provided in a site, area or equipment-specific inspection checklist – which will need to be completed (tick boxes checked; signed and dated; issues noted) as part of the process
 - Equipment/surfaces which are damaged may need to be cleaned using another technique as pressure washing will readily cause more damage to already damaged surfaces. 'Already damaged surfaces' which may need to be avoided can include:
 - Any surface of any construction which is chipped, cracked or split
 - Coatings/paint which is 'lifting' or peeling.

Slide

Prepare worksite

Pressure washing = 'water blasting':

- May/often uses detergent injected into the system
- Can use hot or cold water
- Features a wand/trigger spray/gun to control the jet of water

(Continued)



Slide 140

Slide No	Trainer Notes
140.	<p>Trainer discusses pressure washing explaining:</p> <ul style="list-style-type: none"> ● Pressure washing is a process where water is sprayed at high pressure against a surface to clean it – some refer to this as 'water blasting'. Features of the process are: <ul style="list-style-type: none"> ▪ The water may have detergent fed into it by an injector system incorporated into the washer ▪ The water may be hot or cold – depending on the surface being cleaned, the chemical being used and the soil being removed ▪ A trigger spray/gun ('wand') controls the spray – applying it in a pattern/concentration depending on the nozzle selected for the job to be done.

Slide

Prepare worksite

- Different nozzles enable different angles of spray:
 - 0° = most direct/concentrated spray/stream
 - 25° = general purpose
 - 60° to 65° = widest spray
- Pump generates pressure
- May be electric, gas, petrol or diesel.



Slide 141

Slide No	Trainer Notes
141.	<p>Trainer continues discussing pressure washing explaining:</p> <ul style="list-style-type: none"> • Different nozzles direct the water in different 'degrees' of spray – 0° being the most concentrated spray for heavy cleaning, through 15°, 25° (suitable for general-purpose cleaning nozzles), 40° and the widest 60-65°. ▪ Nozzles may be colour-coded for ease of identification to indicate their use/type • A pump within the machine generates the pressure which forces the water out at high pressure <ul style="list-style-type: none"> ▪ Pressure washers may be: <ul style="list-style-type: none"> – Electrically-powered – operating from a power point – Gas, petrol or diesel-powered – which normally produce a higher-pressure spray (and hence increased risk of danger) and are most commonly used for outside areas. <p>Class Activity – Presentation</p> <p>Trainer presents pressure washer to students and:</p> <ul style="list-style-type: none"> • Explains parts and their use • Shows different nozzles and the colour-coding of same.

Slide

Prepare worksite

Pressure washers are very dangerous:

- They can cause serious injury
- They can strip flesh from the bone
- Never point them at people or animals
- Do not skylark when using them.



Slide 142

Slide No	Trainer Notes
142.	<p>Trainer highlights danger associated with operating pressure washers:</p> <ul style="list-style-type: none">• It is vital those who are required to use pressure washers receive proper training before they use the equipment, and also receive suitable supervision when initially operating them.• Pressure washers have the potential to be very dangerous and can cause severe injury (removing flesh) if operated incorrectly.

Slide

Prepare worksite

Preparation for pressure washing is different to preparation for other 'wet' and 'dry' cleaning:

- Due to the danger inherent with the pressure
- Due to the amount/presence of water used
- Usually done:
 - When business is closed
 - When area is closed to the public.



Slide 143

Slide No	Trainer Notes
143.	<p>Trainer discusses timing of pressure washing stating preparation for pressure washing is different to preparation for other cleaning because of the presence of water under pressure which will be part of cleaning process.</p> <ul style="list-style-type: none"> ● Certain 'wet' or 'dry' cleaning may be able to be undertaken when customers are present/in the area, but this is generally not the case when pressure washing. ● This usually means pressure washing is undertaken: <ul style="list-style-type: none"> ▪ When the business is closed ▪ When areas requiring cleaning are closed to the public.

Slide

Prepare worksite

Prior to pressure washing:

- Secure the area
- Put necessary warning signs in place
- Pick up loose litter and treat problem areas

(Continued)



Slide 144

Slide No	Trainer Notes
144.	<p>Trainer identifies before starting pressure washing the following may be required:</p> <ul style="list-style-type: none"> ● Secure the area – so members of the public cannot gain access: <ul style="list-style-type: none"> ▪ Close and lock doors and gates ▪ Erect safety chains and barricades ● Put necessary signage in place – such as: <ul style="list-style-type: none"> ▪ 'Wet surfaces' ▪ 'Cleaning in Progress – Do Not Enter' ● Pre-clean the area to be washed – by: <ul style="list-style-type: none"> ▪ Picking up loose litter ▪ Spot cleaning obvious problem areas.

Slide

Prepare worksite

- Check the area to be cleaned
- Talk to 'relevant others'
- Determine work flow

(Continued)



Slide 145

Slide No	Trainer Notes
145.	<p>Trainer continues identifying activities required prior to pressure washing:</p> <ul style="list-style-type: none"> ● Physically check the area – to ensure: <ul style="list-style-type: none"> ▪ No members of the public are present ▪ Any items requiring attention are suitably addressed – which may necessitate: <ul style="list-style-type: none"> – Covering/protecting items – Putting items away or re-locating them for the duration of the cleaning process – so they do not get wet/damaged – Turning certain electrical items 'off' ● Talking to staff/supervisors in the area to be cleaned – to: <ul style="list-style-type: none"> ▪ Obtain approval to proceed ▪ Determine special cleaning requirements ▪ Identify necessary cleaning parameters – when area needs to be returned to service ● Determine work flow – in terms of: <ul style="list-style-type: none"> ▪ Start point ▪ Progress through job ▪ Finishing point ▪ Water flow to waste.

Slide

Prepare worksite

- Obtain pressure washing machine and other requisites for the job which has been assessed – special requirements will apply to cleaning of vehicles
- Obtain necessary chemicals as required for job to be done

(Continued)



Slide 146

Slide No

Trainer Notes

146.

Trainer continues identifying activities required prior to pressure washing:

- Obtain pressure washing machine and other requisites – depending on the job/area to be cleaned there may be a need to obtain:
 - Broom
 - Wet mop
 - Squeegee
 - Nozzles
 - Wands/spray guns/lances
 - Hose and reels
 - Rotary floor surface cleaners.
 - Cleaning of vehicles may also require obtaining:
 - Polish
 - Rags/cloths
 - Detailing kits/gear
- Obtain chemicals – taking into account:
 - Type of dirt to be cleaned – refer Chemical Usage Chart as provided by chemical supplier
 - Sufficient quantity based on estimation of requirements for the job
 - Organisational Work Instructions or directions/SOPs

Class Activity – Presentation

Trainer presents examples of equipment/requisites identified above and explains their uses.

Slide

Prepare worksite

- Obtain necessary PPE
- Set up the machine
- Position the machine ready for use.



Slide 147

Slide No	Trainer Notes
147.	<p>Trainer continues identifying activities required prior to pressure washing:</p> <ul style="list-style-type: none">● Obtain necessary PPE – which must include water-proof garments and boots as well as safety goggles/protective eye wear● Set the machine up – connect, as required:<ul style="list-style-type: none">▪ Water▪ Chemicals▪ Hose▪ Gun and nozzle● Position the unit – and allow for free travel/movement of machine to the best extent possible to enable the required cleaning to be completed. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates set up of pressure washer and provides opportunity for students to do same.</p>

Slide

Clean area using pressure washer

Essentials required before operating pressure washer:

- On-the-job training
 - Theory
 - Practical
- Supervised practice
- Safe, serviced, well-maintained equipment.



Slide 148

Slide No	Trainer Notes
148.	<p>Trainer states using pressure washers effectively and efficiently is a skill demanding three key pre-requisites:</p> <ul style="list-style-type: none"> ● Initial training – including: <ul style="list-style-type: none"> ● Theory – which should cover: <ul style="list-style-type: none"> ▪ How the unit works ▪ Names of parts ▪ Details of what it can be used on and what it must not be used on ▪ Attachments and their use – especially nozzles ▪ Safety – which must emphasise never pointing the gun at anyone, or animals and never using any machine with broken/defective parts ● Practical aspects – which must cover demonstrations of: <ul style="list-style-type: none"> ▪ Moving the unit – never use the hose to ‘pull’ the machine: only move the equipment using the handle ▪ Connecting up the unit to water and chemicals (for example detergents and disinfectant) ▪ Connecting attachments – always double-check to ensure connections are properly made ▪ Activating the unit – turning it ‘on’ and ‘off’ ▪ Cleaning – using the unit to clean a variety of surfaces

- Practice supervised/overseen by an experienced operator – when first operating/using the unit in order to:
 - Prevent injury
 - Prevent damage
 - Confirm operational techniques
 - Impart expertise based on their knowledge and experience
 - Provision of safe equipment – which is regularly serviced and maintained and certified safe to operate.

Slide

Clean area using pressure washer

Operating procedures:

- Follow manufacturer's instructions
- Be prepared to ask for help
- Cover items which are not meant to get wet
- Move items which may topple
- Pick up loose litter before starting

(Continued)



Slide 149

Slide No	Trainer Notes
149.	<p>Trainer presents operating procedures for using a pressure washer:</p> <ul style="list-style-type: none"> ● Follow manufacturer's instructions and organisational training ● Never be afraid to ask for advice or help if faced with a difficult or unique situation ● Make sure items not being pressure washed are protected/covered to: <ul style="list-style-type: none"> ▪ Protect them from getting wet or becoming damaged ▪ Stop them moving/toppling when struck by the water stream ● Move items which cannot be covered to protect them from damage – this may include living plants, small items, equipment, furniture and/or stock ● Pick up all loose/large items of litter/rubbish <p>Classroom Activity – Internet research</p> <p>Trainer facilitates students viewing relevant online videos such as:</p> <ul style="list-style-type: none"> ● http://www.youtube.com/watch?v=kRQ3QilQtJA – Pressure Washing Basics (2 mins 38 secs) ● http://www.youtube.com/watch?v=LlIkO78BdUM – How to use a pressure washer (6 mins 21 secs) ● http://www.youtube.com/watch?v=wNsR8KWL_08 – Power-washing a drive-way (2 mins 41 secs) ● http://www.youtube.com/watch?v=zV5mHlhZdYw – Pressure cleaning by King of Pressure (1 min 13 secs) ● http://www.youtube.com/watch?v=Fz297bTbRRM – How to use and maintain a pressure washer (3 mins 6 secs).

Slide

Clean area using pressure washer

- Connect to water
- Flush system prior to use
- Ensure correct nozzle is fitted
- Pre-spray area to be cleaned

(Continued)



Slide 150

Slide No	Trainer Notes
150.	<p>Trainer continues presenting operating procedures for using a pressure washer:</p> <ul style="list-style-type: none"> ● Connect to water ● Flush the system prior to using it ● Ensure most appropriate/correct nozzle is fitted – according to requirements of the job ● Pre-spray areas to be cleaned – to pre-wet/soak them as part of the cleaning process. If using detergents or chemicals there may be a need to allow contact time (five to ten minutes) before doing further cleaning work or rinsing. ● Follow manufacturer's instructions regarding all chemical use. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates set up of pressure washer and provides opportunity for students to do same.</p>

Slide

Clean area using pressure washer

- Pressure wash area to be cleaned
 - Spray from distance of about 60cms to 1 metre
 - Spray at 45° angle moving in gentle sideways motion
 - Adjust use to suit conditions/dirt
 - Work from top to bottom
 - Spray wooden surfaces in a downward arc
 - Avoid spraying damaged surfaces



(Continued)

Slide 151

Slide No	Trainer Notes
151.	<p>Trainer continues presenting operating procedures for using a pressure washer:</p> <ul style="list-style-type: none"> ● Pressure wash the area to be cleaned – using the following as general advice and ensuring enterprise procedures and manufacturer's instructions are followed where they differ from the following: <ul style="list-style-type: none"> ▪ Hold the tip of the lance/the nozzle approximately 60cms to one metre from the surface to begin with – the standard technique is start 'further away' and 'move closer' as required to remove soil ▪ Spray at about a 45° angle – this will help move the water and debris away, and avoid damage through direct/vertical contact between the jet of water and the surface ▪ Move the spray in a gentle and rhythmical sideways motion – moving the spray from side-to-side ▪ Vary pressure, water flow, detergent, angle, distance, duration and nozzle setting as required to achieve optimum results – high level results are not always the result of 'set and forget'. Not all pressure washing requires use of 'maximum' settings. ▪ Work from top to bottom – on vertical surfaces ▪ Spray wooden surfaces in a downward arc – as opposed to spraying directly into/onto the surface of the wood ▪ Avoid spraying cracked/damaged surfaces – as pressure may cause further damage. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates techniques as described on slide and provides opportunity for students to do same.</p>

Slide

Clean area using pressure washer

- Use other techniques to supplement pressure washer as required/necessary
- Rinse
- Use cleaning bays when pressure washing vehicles and ensure underside of vehicles is cleaned.



Slide 152

Slide No	Trainer Notes
152.	<p>Trainer continues presenting operating procedures for using a pressure washer:</p> <ul style="list-style-type: none"> ● Supplement pressure washing with other techniques, as required, to achieve the required level of cleaning – this can require: <ul style="list-style-type: none"> ▪ Detailing ▪ Hand washing ▪ Scraping ● Rinse after cleaning with detergent has occurred – this: <ul style="list-style-type: none"> ▪ May require rinsing of the surface which has been cleaned ▪ Will require rinsing/flushing of the unit ● When cleaning vehicles – ensure: <ul style="list-style-type: none"> ▪ Designated cleaning/washing bays are used – as they will usually have all the necessary equipment, facilities and drainage ▪ Removal of all dirt and mud from the underneath of vehicles. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates techniques as described on slide and provides opportunity for students to do same.</p>

Slide

Tidy worksite

Returning an area to service after washing requires it is dry – requirements include:

- Cleaning drain holes/grates
- Conducting final inspection of job and following up as required
- Drying with mops/cloths
- Removing protective cloths/coverings



(Continued)

Slide 153

Slide No	Trainer Notes
153.	<p>Trainer mentions an important difference in returning a worksite back to service that has been pressure washed is the common need for the area to be dry highlighting specific actions may include:</p> <ul style="list-style-type: none"> ● Cleaning drainage holes/grates – to remove debris/dirt which has accumulated there as part of the cleaning process: there may be a requirement to add deodorant ● 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.

Slide

Tidy worksite

- Returning/replacing moved items
- Turning 'on' items which were turned 'off'
- Notifying others work is finished
- Opening area to public

(Continued)



Slide 154

Slide No	Trainer Notes
154.	<p>Trainer continues identifying activities to return worksite to service:</p> <ul style="list-style-type: none"> ● 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.

Slide

Tidy worksite

- Removing safety signs
- Returning vehicles to designated locations
- Recording work completed
- Dealing with 'lost and found' items.



Slide 155

Slide No	Trainer Notes
155.	Trainer continues identifying activities to return worksite to service: <ul style="list-style-type: none"> ● Taking away safety signage which was put in place ● Returning vehicles to designated locations ● Recording completion of cleaning ● Dealing with lost and found items.

Slide

Clean, check and store equipment and chemicals

Cleaning of cleaning items may occur in:

- Cleaning store room
- Designated cleaning room
- Nominated outside locations.



Slide 156

Slide No	Trainer Notes
156.	<p>Trainer reminds students cleaning of cleaning items/equipment may be undertaken:</p> <ul style="list-style-type: none">• In the cleaning store room• In a designated cleaning room• In nominated outside locations.

Slide

Clean, check and store equipment and chemicals

Cleaning equipment needs to be cleaned after use to:

- Prevent smells
- Maintain appearance
- Maximise effectiveness
- Prepare items for next use.



Slide 157

Slide No	Trainer Notes
157.	Trainer reminds students cleaning equipment needs to be cleaned after use so as to: <ul style="list-style-type: none"> ● Prevent odour problems ● Maintain a high level of appearance ● Maximise operational effectiveness ● Leave the items ready for use next time they are needed.

Slide

Clean, check and store equipment and chemicals

Cleaning pressure washer – must follow manufacturer’s instructions which may require:

- Turn ‘off’ and disconnect from power
- Turn water off
- Release pressure and residual water from machine
- Disconnect from power and water

(Continued)



Slide 158

Slide No	Trainer Notes
158.	<p>Trainer describes cleaning pressure washer after use stressing need to follow manufacturer’s instructions and advising indicative actions include:</p> <ul style="list-style-type: none">• Turn machine ‘off’ and disconnect from power source• Turn water supply off• Release pressure and residual water from machine by activating trigger/gun• Disconnect from power and water <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates clean up as identified on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

- Disconnect wand/spray
- Drain, flush and rinse water hose
- Drain, flush and rinse chemical/detergent supply hose
- Drain tank
- Flush nozzle/s

(Continued)




Slide 159

Slide No	Trainer Notes
159.	<p>Trainer continues describing cleaning of pressure washer after use:</p> <ul style="list-style-type: none"> ● Disconnect wand/trigger gun/spray ● Drain, flush and rinse water feed hose ● Drain, flush and rinse detergent/chemical feed hose ● Drain the tank ● Flush the nozzle with clean water: <ul style="list-style-type: none"> ▪ Never stow/store the machine without flushing it ▪ Use a nozzle cleaner to dislodge material which clogs the hole ▪ Flush again after cleaning nozzle <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates clean up as identified on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

- Remove and clean inlet filter
- Clean tank
- Dry tank
- Remove debris from fins
- Clean exterior of unit.



Slide 160

Slide No	Trainer Notes
160.	<p>Trainer continues describing cleaning of pressure washer after use:</p> <ul style="list-style-type: none">Remove and clean the inlet filter – a small brush should be used to gently scrub this; rinse afterwards and re-fit (or replace if necessary)Clean the tank of dirt – paying special attention to keeping the outlet free of debrisDry the tankRemove debris from air/cooling ventsClean exterior of machine including operator controls. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates clean up as identified on slide and provides opportunity for students to do same.</p>

Slide

Clean, check and store equipment and chemicals

Safety checks must address:

- Report problems/issues
- Remove unsafe items from use
- Follow manufacturer's instructions
- Check attachments and cords.



Slide 161

Slide No	Trainer Notes
161.	Trainer reinforces previous advice about safety checks stating they must be undertaken on all equipment as part of their cleaning and storing. Activities include: <ul style="list-style-type: none"> ● Reporting problems/issues identified during cleaning processes ● Removing unsafe items from use ● Following manufacturer's instructions regarding regular inspections and checks ● Checking all attachments and cords.

Slide

Clean, check and store equipment and chemicals

Basic maintenance – will vary with equipment and between businesses:

- Adding fuel
- Greasing/oiling parts
- Changing filter, air filter, spark plugs.



Slide 162

Slide No	Trainer Notes
162.	<p>Trainer reminds students only basic maintenance and repairs will be required explaining other maintenance and service must be performed by suitable qualified technicians and stressing what is classified as <i>basic</i> maintenance and repairs can vary between businesses and vary with the equipment being used but may include:</p> <ul style="list-style-type: none">• Adding fuel to petrol and diesel-driven units• Greasing and oiling parts• Emptying items – basic maintenance for items such as vacuum cleaners and other items that incorporate a vacuuming function must be emptied as a routine maintenance activity• Changing filters, speak plugs.

Slide

Clean, check and store equipment and chemicals

'Other' maintenance may need to be reported in writing or verbally – this requires providing:

- Type of issue
- Location of item
- Urgency
- Name and contact details
- Date and time.



Slide 163

Slide No	Trainer Notes
163.	<p>Trainer reinforces previous advice observing where further work needs to be done to equipment these situations must be reported highlighting reports may need to be made verbally or in writing and most businesses will use a 'Maintenance Request Form' which contains space to record:</p> <ul style="list-style-type: none"> ● Type of maintenance issue – such as 'pump not working', 'filter requires replacement', 'plug needs re-wiring', 'leak from crankcase', 'insufficient pressure' ● Location of item/area requiring maintenance – by room number, office or other location ● Urgency associated with the request/need for attention ● Personal name and contact details ● Date and time.

Slide

Clean, check and store equipment and chemicals

Storing equipment:

- In accordance with enterprise requirements
- Putting items in designated places
- Ensuring ease of access for next user
- Stowing attachments with equipment
- Completing required logs/registers.



Slide 164

Slide No	Trainer Notes
164.	<p>Trainer reinforces previous advice stating all equipment must be stored after cleaning highlighting requirements include:</p> <ul style="list-style-type: none"> ● Storing/stowing in accordance with enterprise requirements ● Locating all items in their designated places ● Ensuring items are easy for the next person to access/use ● Making sure all attachments are stowed with the equipment ● Completing any internal logs/registers required.

Slide

Clean, check and store equipment and chemicals

Storing chemicals after use:

- Never pour unused and undiluted chemicals down a sink or gully trap
- Wear/use required PPE
- Return items to designated places
- Store chemicals with labels facing front



(Continued)

Slide 165

Slide No	Trainer Notes
165.	<p>Trainer reinforces previous advice about storing of chemicals highlighting all chemicals must be stored after use in accordance with legislated requirements and enterprise requirements – these may include:</p> <ul style="list-style-type: none"> ● Never disposing of left-over chemicals in undiluted form down a sink or gully trap. Chemicals should only be poured down drains fitted to chemical traps – never assume a drain leads to a chemical trap. Local laws address may address environmental concerns requiring safe disposal of chemicals by requiring them to be: <ul style="list-style-type: none"> ▪ Taken to designated collection sites ▪ Collected by specially licensed collection businesses. ● Wearing appropriate PPE when storing chemicals ● Returning chemicals to designated locations – as opposed to storing in random locations ● Storing chemicals with labels facing the front – for ease of identification/reading the label.

Slide

Clean, check and store equipment and chemicals

- Check each container
- Check other containers in the store
- Soak up spills
- Leave decanted chemicals in spray bottles
- Secure the store room



(Continued)

Slide 166

Slide No	Trainer Notes
166.	<p>Trainer continues reminding students about storing of chemicals:</p> <ul style="list-style-type: none"> ● Checking each bottle/container stored to ensure: <ul style="list-style-type: none"> ▪ No leaks or damage ▪ Lids/seals are tight ● Visually checking <i>other chemicals and containers</i> in the store at the same time – to identify leaks, spills or dangers/issues ● When spilt, chemicals should be initially soaked up with sand, earth or some kind of designated absorbent material – see/follow relevant MSDS ● Leaving already de-canted chemicals in spray bottles – rather than returning them to larger drums/containers ● Securing the chemical store – to prevent unauthorised use of the chemicals.

Slide

Clean, check and store equipment and chemicals

- Dispose of already diluted chemicals
- Do not store chemicals with food or drinks
- Do not store chemicals in food/drink containers
- Do not eat, drink or smoke when handling chemicals
- Wash hands after storing chemicals.



Slide 167

Slide No	Trainer Notes
167.	<p>Trainer continues reminding students about storing of chemicals:</p> <ul style="list-style-type: none"> ● Disposing of any chemicals which have been diluted – as they will have lost the cleaning power of their active ingredients by the next time they are used ● Never storing chemicals with foodstuffs, beverages or containers which will be used to serve/hold food or drinks ● Never storing chemicals in food containers ● Never eating, drinking or smoking when handing/storing chemicals ● Always washing hands after storing chemicals at the completion of cleaning.

Slide

Clean, check and store equipment and chemicals

Ordering stock to replace used items/chemicals may be done verbally or in writing ('requisition form') addressing:

- Person requesting items
- Items needed – by type and brand
- Size
- Quantity
- Date.



Slide 168

Slide No	Trainer Notes
168.	<p>Trainer emphasises previous advice reminding students stocks of chemicals must be replaced/replenished at end-of-shift indicating stock may be ordered verbally or using a requisition, and explaining order/requisition should include:</p> <ul style="list-style-type: none"> ● Person requesting the items ● Items needed – by type and brand name ● Quantity of units required ● Size of each unit/container ● Date. <p>Requisition forms completed and forwarded to the appropriate person at the end of shift today, should result in the supplies ordered (or 'requisitioned') being supplied to the cleaning store later in the day or early the next day before the next shift starts work.</p> <p>Classroom Activity – Demonstration and practical</p> <p>Trainer distributes and discusses use of requisition form to order chemicals for a cleaning store room.</p>

Slide

Summary – Element 4

When applying pressure washing techniques:

- Assess the job and work to be done
- Plan the work
- Prepare the job/worksite and ensure no members of the public are present
- Wear/use designated PPE

(Continued)



Slide 169

Slide No	Trainer Notes
169.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4

- Be aware of the dangers inherent in using pressure washers
- Never point the spray/jet at anyone – no skylarking
- Obtain training and supervised practice
- Follow SOPs/Wis and manufacturer’s instructions

(Continued)



Slide 170

Slide No	Trainer Notes
170.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4



- Fit the correct nozzle for the work to be done
- Check connections before using the machine
- Take care not to damage surfaces onto which the spray/jet is applied
- Avoid pressure washing already damaged surfaces

(Continued)

Slide 171

Slide No	Trainer Notes
171.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 4

- Tidy worksite before returning it to service
- Clean, check and store cleaning equipment and PPE after completion of task/s
- Take action to replace/replenish used items.



Slide 172

Slide No	Trainer Notes
172.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Element 5 – Apply ceilings, surfaces and fittings cleaning techniques

Performance Criteria for this Element are:

- 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.



Slide 173

Slide No	Trainer Notes
173.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion by asking questions such as:</p> <ul style="list-style-type: none"> ● How might you a ceiling be cleaned? ● How often would ceilings be cleaned? ● What ‘surfaces’ might need to be cleaned? ● What cleaning techniques might be applied? ● What resources may be needed? ● What are ‘fittings’?

Slide

Assess ceilings, surfaces and fittings to be cleaned

Keys to assessing work:

- Visiting and inspecting areas
- Following programmed cleaning schedules
- Talking to others.



Slide 174

Slide No	Trainer Notes
174.	<p>Trainer states when assessing work the keys to identifying work to be done include:</p> <ul style="list-style-type: none">• Visiting and inspecting the areas – to identify work needing to be done on the basis of personal experience, and enterprise knowledge regarding standards of cleanliness and presentation• Following programmed cleaning schedules – which dictate the frequency with which items/areas must be cleaned'• Talking to other people – who may include customers, staff and supervisors.

Slide

Assess ceilings, surfaces and fittings to be cleaned

Ceilings may include:

- Flat
- Suspended
- Rake
- Vehicles.



Slide 175

Slide No	Trainer Notes
175.	<p>Trainer identifies ceiling types which may require cleaning:</p> <ul style="list-style-type: none"> ● Flat ceilings – the standard, level/horizontal ceiling common to the majority of rooms ● Suspended ceilings – common in many locations where a space is created between the ceiling and the floor above it, from which it is 'suspended'/hung. <ul style="list-style-type: none"> ▪ The space may allow a lower ceiling to give ambience, or provide a space for cabling, wiring and similar. ● Raked ceilings – an interior ceiling which angled, usually reflecting the angle of the exterior roof ● Vehicles – such as the inside of a bus/coach, four wheel drive or sedan.

Slide

Assess ceilings, surfaces and fittings to be cleaned

Surfaces may include:

- Painted
- Wood
- Brick
- Metal
- Upholstery/material.



Slide 176

Slide No	Trainer Notes
176.	<p>Trainer identifies surface types to be cleaned:</p> <ul style="list-style-type: none">● Painted surfaces● Wood surfaces● Brick surfaces● Metal surfaces● Upholstery or material in vehicles.

Slide

Assess ceilings, surfaces and fittings to be cleaned

Fittings may include:

- Security cameras
- Ceiling fans
- Lights
- Smoke detectors
- Speakers

(Continued)



Slide 177

Slide No	Trainer Notes
177.	<p>Trainer observes there is a very wide range of items/fittings which may need to be cleaned, such as (but not limited to):</p> <ul style="list-style-type: none"> ● Security cameras ● Ceiling fans ● Lights ● Smoke detectors ● Speakers

Slide

Assess ceilings, surfaces and fittings to be cleaned

- Sprinkling systems
- TVs
- Vents and grilles
- Interiors of vehicles.



Slide 178

Slide No	Trainer Notes
178.	Trainer continues giving examples of fittings to be cleaned: <ul style="list-style-type: none">● Sprinkling systems● Televisions● Vents and grilles● Interiors of vehicles.

Slide

Assess ceilings, surfaces and fittings to be cleaned

Soil types which may need to be removed:

- Dirt and used
- Smoke
- Water
- Food
- Blood
- Oil and grease.



Slide 179

Slide No	Trainer Notes
179.	Trainer advises common soil types which may need to be cleaned can cover: <ul style="list-style-type: none"> ● Dirt and dust ● Smoke ● Water ● Food ● Blood ● Oil and grease.

Slide

Select appropriate equipment and chemicals

Determining equipment and chemicals needed requires a combination of:

- Understanding work to be done
- Complying with internal protocols.



Slide 180

Slide No	Trainer Notes
180.	<p>Trainer explains determining equipment and chemicals required for cleaning ceilings, surfaces and fittings is achieved through a combination of:</p> <ul style="list-style-type: none">• Undertaking activities involved in assessing/identifying the work to be done – as already described• Reading and applying the specifications as described in the SOPs/WIs for the business.

Slide

Select appropriate equipment and chemicals



Equipment required could include:

- Vacuum cleaners
- Mops
- Brooms and brushes

(Continued)

Slide 181

Slide No	Trainer Notes
181.	<p>Trainer identifies equipment which may be needed:</p> <ul style="list-style-type: none"> ● Vacuum cleaner – this must be checked to see it is empty at the start of the shift, spare bags are available (where appropriate), the machine is fully functional and there are no frayed cords or other safety problems: a check should also be made to ensure all the vacuum machine tools/accessories to be used are available. ● The vacuum cleaner is (often) not loaded on to the trolley but taken alongside the trolley: some trolley designs allow a vacuum cleaner to be included to the cart. ● Mops – ensure the mop head looks presentable and has been sanitised to kill bacteria and stop them being transferred from place to place. <ul style="list-style-type: none"> ▪ Mops may include wet mops for washing floors and/or dry mops for polishing and dust mops for dusting skirting boards and hard floors ● Brooms and brushes – common types of brooms and brushes are: <ul style="list-style-type: none"> ▪ Carpet brush ▪ Scrubbing brush ▪ Sink brush ▪ Silk brush ▪ Toilet brush ▪ Wall brush ▪ Cobweb broom ▪ Soft broom ▪ Tooth brush.

	Not <i>all</i> types will be required – it will depend on the facilities to be cleaned. All carts/trolleys should have a dust pan and brush set.
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Slide

Select appropriate equipment and chemicals

- Buckets
- Protective gloves
- Cloths
- Ancillary items

(Continued)



Slide 182

Slide No	Trainer Notes
182.	<p>Trainer continues identifying equipment which may be required:</p> <ul style="list-style-type: none"> ● Buckets – these should be fully operational, not leaking, easy to operate, and not smelly. Buckets may be required for wet mopping. ● Protective gloves – a good supply of disposable gloves should be on each cart/trolley: specific house requirements in relation to workplace health, safety and welfare issues may require other, more substantial protective clothing (including gloves) be worn. ● Cloths – used for cleaning, polishing and dusting, every cart/trolley will need to have lots of these. Some are made from material and some are disposable/paper-based ● Ancillary items – see Classroom Activity (below) <p>Classroom Activity – Question and Answer session</p> <p>Trainer asks students for examples of ancillary items which may be needed.</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> ● Door stops, extension cords, scouring pads, sponges and step ladders

Slide

Select appropriate equipment and chemicals

- Warning signs
- Rubbish bags
- Linen bags
- Clean linen and towels
- Replacement/replenishment items.



Slide 183

Slide No	Trainer Notes
183.	<p>Trainer continues identifying equipment which may be required:</p> <ul style="list-style-type: none"> ● Warning signs – these are safety signs used when a public area (lobby, public toilets) is being cleaned as part of the overall preparation process ● Rubbish bag – for stowing rubbish collected: this may be ‘built into’ one end of the cart/trolley ● Linen bag – a cloth or calico bag for placing dirty/used linen into: this too may be ‘built into’ the ‘other’ end of the cart/trolley. ● Clean linen and towels – as/if required for the area/s to be cleaned/serviced ● Replacement/replenishment items – such as toilet amenities, stationery, advertising materials, give-away items, light globes, ash trays, rubbish bags/bin liners.

Slide

Select appropriate equipment and chemicals

Chemicals needed may include:

- Range of polishes
- Range of detergents
- Porcelain and ceramic cleaners
- Toilet and urinal cleaners
- Sanitisers
- Disinfectants
- Deodorisers
- Pest control sprays.



Slide 184

Slide No	Trainer Notes
184.	<p>Trainer identifies chemicals which may be needed:</p> <ul style="list-style-type: none"> ● Polishes – such as furniture polish ● Detergents – a wide range is available such as: <ul style="list-style-type: none"> ▪ Glass cleaner – for use with glass surfaces, windows and mirrors ▪ Multi-purpose/all-purpose/general-purpose cleaners – suitable for use on a wide range of surfaces including plastics, glass, walls and floors ▪ Metal cleaners – for cleaning metals such as stainless steel, brass and aluminium. ▪ Metal-specific polishes/cleaners may be required for hand rails, fixtures and fittings ▪ Leather cleaners – many manufacturers of leather items will insist only nominated leather cleaning chemicals (or 'systems') they provide are used for cleaning their products ▪ Failure to use their items may jeopardise warranties for lounge suites, chairs and similar ▪ Shampoos and purpose-built cleaners – for certain fabrics. ● Porcelain and ceramic cleaners – for cleaning tiles ● Toilet and urinal cleaners ● Sanitisers ● Disinfectants ● Deodorisers and air sprays ● Pest control sprays and similar.

Classroom Activity - Handouts

Trainer distributes and discusses sample Chemical Usage Charts as supplied by industrial chemical providers.

Slide

Prepare worksite

'Periodic cleaning':

- Not everything requires cleaning every day
- Is done in addition to cleaning 'as needed'
- Scheduled on a 'cleaning schedule' or 'cleaning roster'
- May be undertaken on a rotational basis.



Slide 185

Slide No	Trainer Notes
185.	<p>Trainer introduces concept of 'periodic cleaning' stating:</p> <ul style="list-style-type: none"> ● Not all aspects of every room/area will need to be cleaned every day. ● Some aspects are only cleaned on a periodic basis (in addition to being undertaken 'when needed'). ● These cleaning tasks are often scheduled on a rotational basis and listed on an internal 'cleaning schedule'.

Slide

Prepare worksite

Examples of 'periodic cleaning':

- High-level dusting
- Carpet cleaning
- Wall cleaning
- Stain removal

(Continued)



Slide 186

Slide No	Trainer Notes
186.	<p>Trainer gives examples of periodic cleaning:</p> <ul style="list-style-type: none"> ● High-level dusting – such as: <ul style="list-style-type: none"> ▪ Ceilings ▪ Tops of doors ▪ Fire sensors/detectors ▪ Architraves ▪ Picture frames ● Carpet cleaning – as opposed to vacuum cleaning of carpets ● Wall cleaning – full wall cleaning (top to bottom) as opposed to spot cleaning ● Stain removal – from: <ul style="list-style-type: none"> ▪ Carpets ▪ Furniture ▪ Drapes.

Slide

Prepare worksite

- Chandelier cleaning
- Hard floor maintenance
- Vacuuming inside furniture
- Deep cleaning.



Slide 187

Slide No	Trainer Notes
187.	Trainer continues to give examples of periodic cleaning: <ul style="list-style-type: none"> ● Cleaning of chandeliers and light fittings and fixtures ● Hard floor maintenance – which can require: <ul style="list-style-type: none"> ▪ Stripping ▪ Re-sealing ● Cleaning ceiling fans and air conditioning outlets/vents ● Vacuuming inside furniture ● ‘Deep cleaning’ (that is, a much more detailed cleaning covering every aspect of the item) of nominated appliances and furniture.

Slide

Prepare worksite

Before arriving at worksite:

- Obtain 'work order' or verbal work instructions
- Load cleaning cart/trolley.



Slide 188

Slide No	Trainer Notes
188.	<p>Trainer reminds students about preparing worksite repeating before arriving at the worksite there may/will need to:</p> <ul style="list-style-type: none"> ● Obtain work order from supervisor – not all cleaning jobs will require a work order but some businesses use them to organise and allocate work to staff. Work orders will indicate: <ul style="list-style-type: none"> ▪ The areas/locations to be cleaned/serviced ▪ Sequence of work – to ensure work is completed in priority order and finished when required ▪ Special jobs – such as indication where (for example) special cleaning or action is required ● Load cleaning trolley – not all businesses will use a cleaning trolley but they are a useful way of moving cleaning requisites and keeping them handy. Where they are used they may need to be loaded/stocked with: <ul style="list-style-type: none"> ▪ Tools and equipment – to undertake the allocated job ▪ Caddies and baskets – to hold items which need to be carried into an area: the cleaning trolley will not be able to be taken into all areas where cleaning has to be performed because it may be too large or it may create an unacceptable obstacle ▪ Cleaning chemicals and agents ▪ Personal protective equipment and clothing ▪ Replacement items – needed to re-stock/re-supply the area being serviced or cleaned. Items may include: <ul style="list-style-type: none"> - Soap and towels

	<ul style="list-style-type: none">- Ashtrays- Toilet paper- Light globes- Promotional materials.
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Slide

Prepare worksite

Prior to starting cleaning:

- Advise nominated people work is about to start
- Empty ashtrays
- Clean, wipe and polish ashtrays
- Pick up loose litter/rubbish



(Continued)

Slide 189

Slide No	Trainer Notes
189.	<p>Trainer reminds students following activities are standard before cleaning begins:</p> <ul style="list-style-type: none">• Notifying 'required' persons cleaning is about to start• Emptying ashtrays• Cleaning, wiping and polishing ashtrays as required to optimise appearance• Picking up loose litter

Slide

Prepare worksite

- Pick up 'lost and found' items
- Empty rubbish bins
- Erect warning signs
- Move/remove furniture and other items as required

(Continued)



Slide 190

Slide No	Trainer Notes
190.	<p>Trainer continues to remind students following activities are standard before cleaning begins:</p> <ul style="list-style-type: none"> ● 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

Slide

Prepare worksite

- Move vehicles to be cleaned
- Refresh knowledge about internal protocols and requirements
- Put on/use PPE.



Slide 191

Slide No	Trainer Notes
191.	<p>Trainer continues to remind students following activities are standard before cleaning begins:</p> <ul style="list-style-type: none">• 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.

Slide

Clean ceilings, surfaces and fittings

All work must be done 'efficiently' which requires:

- Proper on-the-job training
- Use of correct items
- Compliance with SOPs/WIs
- Focus on the work to be done.



Slide 192

Slide No	Trainer Notes
192.	Trainer emphasises work must be undertaken efficiently which demands: <ul style="list-style-type: none"> ● Proper training – this is key to ensuring work can be performed in the way required by the organisation and produce an 'end product' meeting required standards ● Use of the correct items (and chemicals) for each job – as identified by the training ● Adherence to a nominated sequence for completing each job – every job can be most efficiently completed by following an established order of work which has emerged at each business over time based on the individual layout of areas/spaces, standards required, and equipment available/used ● Focus on the job to be done – cleaners need to move quickly and not dawdle: there is an ongoing need to concentrate on the work which has to be completed.

Slide

Clean ceilings, surfaces and fittings

Techniques to aid efficient work:

- Work through a job/space in one direction
- Work top to bottom
- Do two things at once
- Pre-soak items, where required
- Use the head to save the feet
- Put items in the same place every time.



Slide 193

Slide No	Trainer Notes
193.	<p>Trainer advises the following strategies have emerged to assist cleaners work most efficiently:</p> <ul style="list-style-type: none"> ● Move through a room/work in one direction – either clockwise or counter-clockwise direction to: <ul style="list-style-type: none"> ▪ Avoid re-tracing steps ▪ Work in a structured way which helps eliminate the possibility of tasks being overlooked ● Work from top to bottom – this allows dust/debris to fall to floor or lower levels (or flat surfaces) which will subsequently be cleaned after higher items ● Do two things at once – such as checking the condition of items (lights, lamps, switches, TVs and other items in the room/area/space) at the same time as cleaning them/tidying them ● Pre-soak items which need washing – before attempting to clean them <ul style="list-style-type: none"> ▪ Apply cleaning solutions direct to surfaces (only in accordance with manufacturer's instructions) in advance of actual cleaning – to assist with final cleaning ● Use the head to save the feet – this means 'thinking' to save effort/trips to the cart/trolley <ul style="list-style-type: none"> ▪ For example, any trip to the trolley can nearly always serve two purposes – if something is taken to the trolley (used cleaning materials, dirty linen, rubbish – Purpose 1), thought should be paid to what can be taken back (fresh linen, chemicals, cleaning tools, replacement items – Purpose 2) to save time and effort ▪ Put items in the same place every time – whether on the cart/trolley or in a space/area – this saves time searching for those items.

Slide

Clean ceilings, surfaces and fittings

Safety guidelines when cleaning:

- Never place hands inside rubbish bins
- Do not put hands down back of chairs/sofas
- Always use/wear designated PPE
- Use designated devices to assist as required

(Continued)



Slide 194

Slide No	Trainer Notes
194.	<p>Trainer identifies safety guidelines when cleaning:</p> <ul style="list-style-type: none"> ● Never put hands inside rubbish containers – there is always the possibility of broken glass, syringes and other objects which can cause cuts, pricks and other injury. <ul style="list-style-type: none"> ▪ Always empty the container by holding it upside down into a waste/garbage bag – do not scoop out the rubbish and move it by hand into the waste/garbage bag. ● Never put hands down the back of chairs or sofas – once again there is the potential for cuts and needle-stick injuries ● Always use/wear the designated personal protective clothing and/or equipment for the job – when undertaking certain jobs and the use of these is not optional: where these have been identified as being necessary they are mandatory ● Use only designated devices (steps, ladders, scissor-lifts) for reaching high locations – it is never acceptable to use tables or chairs to stand on to reach these places.

Slide

Clean ceilings, surfaces and fittings

- Push cart – do not pull
- Do not overload cart/trolley
- Do not overload cleaning caddy
- Never use linen for cleaning or drying

(Continued)



Slide 195

Slide No	Trainer Notes
195.	<p>Trainer continues identifying safety guidelines when cleaning:</p> <ul style="list-style-type: none">● Push the cart/trolley from area to area – to see possible risks/obstructions● Never over-load the trolley – go back to the storeroom for re-supply as necessary rather than weigh it down and/or load it to the extent it is too heavy and/or unstable● Never over-load the cleaning caddy when carrying it – as this can cause musculo-skeletal damage/injury● Never use linen items or uniforms for cleaning and/or drying fixtures and fittings – only use designated cloths for each individual purpose as identified by the business.

Slide

Clean ceilings, surfaces and fittings

- Do not use towels or mats for washing or drying
- Separate 'dirty' items from 'clean'
- Ensure clean hands when handling clean items
- Use colour-coded cloths in accordance with house rules



(Continued)

Slide 196

Slide No	Trainer Notes
196.	<p>Trainer continues identifying safety guidelines when cleaning:</p> <ul style="list-style-type: none"> ● Never use bathroom/washroom items (bath towels, face towels, face washers, bath mats) for cleaning, washing or drying floors, walls, fixtures and fittings ● Keep dirty (soiled or 'used') items separate from clean/unused items – it is never acceptable to mix the two together, and it is never acceptable to stack clean items on top of dirty ones or stow/store them together ● Ensure clean hands when handling clean linen – it is important to make sure clean items from the laundry are not made to look dirty as a result of being handled by unclean hands: to avoid this problem use disposable gloves and wash hands regularly ● Use colour-coded cloths in accordance with house rules to assist in preventing the spread of germs/bacteria when undertaking nominated cleaning tasks. <ul style="list-style-type: none"> ▪ For example, only red cloths can be used for the toilet and/or bidet or toilet/closet area; only green cloths can be used in the kitchenette/food area; yellow cloths for other public areas.

Slide

Clean ceilings, surfaces and fittings

- Follow internal protocols for disposing of hazardous waste
- Dry hands before touching power points
- Avoid rushing

(Continued)



Slide 197

Slide No	Trainer Notes
197.	<p>Trainer continues identifying safety guidelines when cleaning:</p> <ul style="list-style-type: none">• Follow proper procedures for disposing of hazardous items – these will be guidelines/checklists for dealing with (for example) needles, blood-stained items and other specified items. Possible action can include:<ul style="list-style-type: none">▪ Placing all items contaminated with body waste/fluids into a red-coloured bio-hazard bag, as opposed to placing these items into the 'normal' garbage bag▪ Putting all needles into a hard container, purpose-built for the containment of needles to guard against needle-stick injuries▪ Using designated chemicals and cleaning practices to clean and sanitise areas affected by body fluids and/or faeces.▪ All body fluids must be treated as 'hazardous material' – never get complacent about dealing with body fluids: they are dangerous and can kill• Dry hands before touching power switches and/or using electrical appliances – water and electricity do not mix: one mistake can kill• Avoid rushing – work hard without wasting time but rushing is a sure way of having an accident. Never run in the workplace.

Slide

Clean ceilings, surfaces and fittings

- Follow manufacturer's instructions when handling/using chemicals
- Do not over-stretch/over-reach
- Be prepared to make two trips to the cart/trolley rather than making one over-loaded trip.



Slide 198

Slide No	Trainer Notes
198.	Trainer continues identifying safety guidelines when cleaning: <ul style="list-style-type: none"> ● Follow manufacturer's instructions when using chemicals and when operating appliances ● Do not over-stretch or over-reach when handling items or undertaking cleaning tasks – re-position to a safer base/starting point ● Be prepared to make two trips to the trolley/cart to obtain items/materials rather than trying to carry too-much at the one time – and risking strains, trips or other injury.

Slide

Clean ceilings, surfaces and fittings

To clean furniture:

- Pick up loose litter/items
- Wipe polished surfaces
- Wipe upholstered surfaces
- Polish designated areas/surfaces



(Continued)

Slide 199

Slide No	Trainer Notes
199.	<p>Trainer gives advice for cleaning furniture:</p> <ul style="list-style-type: none">● Pick up loose litter from chairs and tables – and dispose of appropriately● Wipe polished wooden surfaces with a damp cloth – or a cloth moistened with a designated cleaning agent● Wipe nominated upholstered surfaces with a damp cloth – or a cloth moistened with a designated cleaning agent● Polish designated areas with a dry cloth – to remove any wetness, remove smears and buff the surface. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

- Re-position items on flat surfaces
- Check under cushions/loose items
- Move small items to clean under them
- Re-position furniture to designated locations.



Slide 200

Slide No	Trainer Notes
200.	<p>Trainer continues giving advice for cleaning furniture:</p> <ul style="list-style-type: none"> ● Re-position items on tables – to create an attractive presentation (books, magazines, promotional materials, flower arrangements, ash trays) ● Check under cushions – for lost property be alert to the possible presence of sharp objects/needles ● Move small items of furniture – so they can be vacuumed underneath ● Re-position items of furniture which may have been moved/re-located by staff – to their normal/designated location. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

Polishing metals – different metals can necessitate:

- Different polish
- Different cloth/s.



Slide 201

Slide No	Trainer Notes
201.	<p>Trainer states polishing metal is a standard practice remaining essentially the same regardless of the metal to be polished and the two things which change between different metals are:</p> <ul style="list-style-type: none">• The polish used – by type and brand name• The cloths used to apply and remove the polish – these need to be non-abrasive.

Slide

Clean ceilings, surfaces and fittings

Polishing involves:

- Wearing protective gloves
- Selecting correct polish
- Spreading polish over surface
- Rubbing/polishing surface.



Slide 202

Slide No	Trainer Notes
202.	<p>Trainer states polishing will involve:</p> <ul style="list-style-type: none"> ● Wearing protective gloves ● Selecting the correct polish for the metal to be polished and the job to be done ● Reading/knowing the manufacturer's instructions for each polish used ● Spreading the polish (for example, brass or silver) over the entire surface to be clean with the appropriate cloth – this can be one used to apply the same polish type to a previous surface: there is no need for a clean application cloth for each new item/surface ● Rubbing the surface with a fresh cloth (one that has not been used on anything else or for anything else) while the polish is still moist – unless manufacturer's instructions specify otherwise. <ul style="list-style-type: none"> ▪ Attention must be paid to: <ul style="list-style-type: none"> – Removing polish from nooks and crannies – so the polish does not accumulate, dry and look unattractive – Removing all the polish – Using a circular motion – as opposed to an 'up and down' or side to side' action – Achieving the required level of shine and gloss. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

Dusting and tidying:

- Must be done before vacuuming
- Use damp cloth wetted with water or designated cleaner/detergent.



Slide 203

Slide No	Trainer Notes
203.	Trainer discusses dusting and tidying stating: <ul style="list-style-type: none">▪ Dusting must be done before vacuuming.▪ A damp cloth wetted with water and/or general-purpose detergent/cleaner may be used for dusting.

Slide

Clean ceilings, surfaces and fittings

Processes for dusting and tidying:

- Wipe tops/flat surfaces
- Wipe legs of items
- Position chairs
- Position other furniture

(Continued)



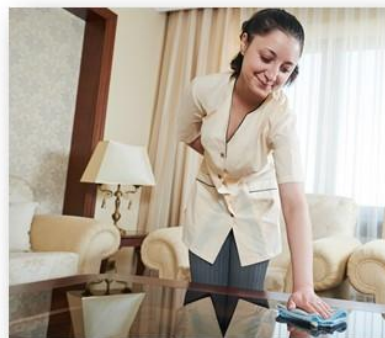
Slide 204

Slide No	Trainer Notes
204.	<p>Trainer identifies generic processes for dusting and tidying:</p> <ul style="list-style-type: none"> ● Wipe tops/flat surfaces – polish as required ● Wipe table, desk and chair legs – polish as required ● Position chairs at tables ● Position room furniture – as required by floor plan/use of the space/room <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

- Dust/clean exterior of items
- Check under cushions/items
- Tidy/arrange brochures, magazines and advertising materials
- Supply/re-supply materials as required



(Continued)

Slide 205

Slide No	Trainer Notes
205.	<p>Trainer continues identifying generic processes for dusting and tidying:</p> <ul style="list-style-type: none">• Dust/clean outside of all sideboards, cupboards and cabinets – spot clean as required: clean inside of drawers• Check under all cushions in the room – take care; be alert to the possible presence of sharp objects/needles• Tidy/arrange brochures, advertising materials and magazines – on tables, desks and service counters• Supply necessary/required organisational advertising and promotional material as required. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

- Clean/sanitise telephones
- Check/adjust clocks
- Clean/dust TVs and adjust as required
- Wipe/clean switches.



Slide 206

Slide No	Trainer Notes
206.	<p>Trainer continues identifying generic processes for dusting and tidying:</p> <ul style="list-style-type: none"> ● Spray, clean and sanitise telephone/s ● Check and adjust clock/s in the area to the correct time ● Clean/dust television screen – clean television unit: polish as required <ul style="list-style-type: none"> ▪ Set TV to nominated channel and volume setting ▪ Check batteries in and operation of remote control – locate in nominated position: replace batteries as required ● Wipe/clean light switches – check operation of lights, air conditioning, fans <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

Activities in cleaning accessories:

- Dusting
- Wiping with damp cloth
- Working top to bottom
- Cleaning 'as required'
- Using designated cleaner/s

(Continued)



Slide 207

Slide No

Trainer Notes

207.

Trainer explains activities in cleaning accessories:

- Dusting – always dust before vacuuming
- Wiping with a damp cloth wetted with designated cleaning agent/chemical or water
- Working from top to bottom
- Cleaning 'as required' as opposed to cleaning 'everything, every time' – use common sense to determine whether items need to be wiped or polished
- Spraying the item with designated cleaner (from a spray bottle/atomiser) and wiping clean and dry with a cleaning cloth

Classroom Activity (1) – Question and Answer session

Trainer asks students to identify examples of accessories which may need to be cleaned – possible responses:

- Picture frames – around pictures in public spaces
- Luggage carts – used to transport customer/guest luggage
- Vases – used for floral decorations and displays
- Telephones
- Stands – on which items are positioned/displayed
- Trash receptacles – the surrounds around the actual trash/rubbish container: the outer portion which makes the rubbish receptacle more visually appealing
- Bollards
- Vending machines.

Classroom Activity (2) – Demonstration and practical

Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.

Slide

Clean ceilings, surfaces and fittings

- Turning electrical appliances 'off' before cleaning them
- Wiping/polishing items before cleaning floor
- Turning lights 'off' before cleaning them
- Re-aligning pictures on walls

(Continued)



Slide 208

Slide No	Trainer Notes
208.	<p>Trainer continues explaining activities in cleaning accessories:</p> <ul style="list-style-type: none"> ● Only cleaning electrical appliances when they have been turned off (and disconnected, where possible) – ensure hands are dry before turning item off and disconnecting it: only clean external surfaces ● Wiping and polishing items before the floor is cleaned/washed ● Turning lights off before cleaning them – never clean hot lights/globes: <ul style="list-style-type: none"> ▪ Replace blown globes at the same time (if house policy) ▪ Only stand on steps/ladders not a chair from the lounge/public area ● Re-aligning pictures – so they hang correctly. <ul style="list-style-type: none"> ▪ Never spray directly on to pictures, picture glass or picture frames as the chemical may drift on to the wall and, over time, discolour the wall/surface. ▪ Spray on to the cloth and then wipe the picture ● Using a sanitiser when wiping/cleaning the handset of public telephones and internal/in-house phones paying special attention to the mouthpieces – and allowing sufficient contact time (according to manufacturer's instructions) before removing the product. ● Also tidy the area around the telephone – this may involve: <ul style="list-style-type: none"> ▪ Straightening telephone books and note pads ▪ Replacing pens, where provided/necessary ▪ Removing litter <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

- Emptying and cleaning rubbish bins
- Cleaning bollards
- Inspecting finished work and re-cleaning as/if required.



Slide 209

Slide No	Trainer Notes
209.	<p>Trainer continues explaining activities in cleaning accessories:</p> <ul style="list-style-type: none"> ● Emptying rubbish bins – paying special attention to those which may contain cigarette butts to prevent ignition of other materials: all bins where there is the potential for cigarette butts (including ashtrays) must be emptied into a metal container – not a plastic one, and not into a plastic/garbage bag. This process may also require: <ul style="list-style-type: none"> ▪ Replacing bin bags ▪ Cleaning, wiping and/or polishing external surfaces ▪ Replacing bins to their designated locations. ● Cleaning bollards – these are often used in public areas to ‘fence off’ an area or direct foot traffic. <ul style="list-style-type: none"> ▪ Bollards are often made from metal and cleaning them on a day-to-day basis may involve: <ul style="list-style-type: none"> – Polishing/cleaning individual bollards – Adjusting the ropes/chains between the bollards to present a standard appearance between bollards – Moving bollards, as instructed by management, to meet identified or emerging need – Removing bollards and ropes to the storage area where they are no longer needed – Re-locating the bollards and rope to an area where they are needed. – Making sure all fixtures and accessories look clean – do a final visual check and clean/re-clean as or if needed.

Classroom Activity – Demonstration and practical

Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.

Slide

Clean ceilings, surfaces and fittings

High-dusting:

- Focuses on architraves, A/C vents, corners, window sills, picture frames
- Cleaning from dirtiest to cleanest
- Using damp cloth or duster
- Using cobweb broom
- Using appropriate assistance items
- Cleaning inside door frames.



Slide 210

Slide No	Trainer Notes
210.	<p>Trainer discusses high-dusting stating it involves:</p> <ul style="list-style-type: none"> ● Concentrating on architraves, air conditioning vents, corners, window frames, window sills and picture frames – these are the places where cobwebs and dust traditionally gather ● Cleaning from dirtiest to cleanest ● Using a damp cloth, or duster, when dusting ● Using a cobweb broom to remove cobwebs ● Using equipment extensions. ladders or scissor lift to reach high places ● Cleaning inside door frames using a damp cloth or duster. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Clean ceilings, surfaces and fittings

Wall cleaning:

- Spot cleaned daily
- Not cleaned unless dirty – except scheduled cleaning
- Doors are part of ‘walls’
- Clean top to bottom
- Wipe/clean adjacent areas

(Continued)



Slide 211

Slide No	Trainer Notes
211.	<p>Trainer discusses wall cleaning:</p> <ul style="list-style-type: none"> ● Walls may be spot-cleaned daily – a full cleaning of the walls is part of periodic/scheduled cleaning ● Walls are not cleaned unless there are marks on them, or unless it is time for a periodic ‘full clean’ of the walls ● Doors should be regarded as ‘walls’ – always ensure the area behind the door is cleaned ● Clean from top to bottom where large areas/entire walls need to be cleaned ● Wipe/clean tiles/walls adjacent to sinks/basins – to remove water marks and spots <p>Classroom Activity (1) – Internet research</p> <p>Trainer facilitates students watching relevant online videos such as:</p> <ul style="list-style-type: none"> ● http://www.youtube.com/watch?v=aEj6LDC_y7A – Housekeeping Training Video for Professional Cleaners (5 mins 3 secs) ● http://www.youtube.com/watch?v=fjCWhrGis8 – Washroom cleaning training video (8 mins 2 secs) ● http://www.youtube.com/watch?v=f3VVFUJmmWs – Fairfield Inn and Suites by Marriott Housekeeping Training (10 mins 29 secs) ● http://video.about.com/housekeeping/How-to-Clean-a-Ceiling-Fan.htm - How clean a ceiling fan (2 mins 49 secs) ● http://video.about.com/housekeeping/How-to-Clean-Ceiling-Vents.htm - How to clean ceiling vents (1 min 27 secs).

Classroom Activity (2) – Demonstration and practical

Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.

Slide

Clean ceilings, surfaces and fittings

- Use designated cleaners/detergents
- Rinse and dry
- Wipe/clean light switches
- Wipe/clean power points.



Slide 212

Slide No	Trainer Notes
212.	<p>Trainer continues discussing wall cleaning:</p> <ul style="list-style-type: none"> ● Use designated general purpose cleaner sprayed either onto a cloth/sponge or sprayed directly onto wall – according to instructions for individual products/cleaning agents: adhere to requirements for contact time, if applicable ● Rinse and dry – using sponge or paper towel (not loose/running water) ● Wipe clean the light switches and controls for fans and other items – ensure hands are dry ● Wipe power points – turn switches to the 'off' position: ensure hands are dry. <p>Classroom Activity – Demonstration and practical</p> <p>Trainer demonstrates activities listed on slide and provides opportunity for students to practice same.</p>

Slide

Tidy worksite

Finishing activities:

- Tidying the area
 - Remove drop sheets
 - Re-arrange furniture and items
 - Remove warning signs and cleaning items
 - Perform 'touch ups' as required



(Continued)

Slide 213

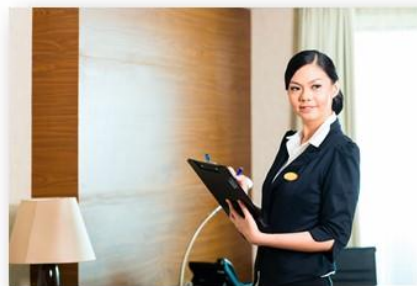
Slide No	Trainer Notes
213.	<p>Trainer reminds students of finishing activities:</p> <ul style="list-style-type: none"> • Tidying the area – which may involve: <ul style="list-style-type: none"> ▪ Removing drop sheets and protective cloths/materials placed over items as part of the preparation process ▪ Arranging/re-arranging the furniture – this may require taking a photo of things before work starts (perhaps on a cell phone) ▪ Placing items in designated/assigned areas – as described in a floor plan/layout for the room, space or area ▪ Returning excess items (items which are in the wrong place) to other/storage areas or to their correct location ▪ Removing warning signs/cones and other barriers or tapes which were put in place ▪ Removing cleaning equipment, carts, materials and chemicals and other requisites ▪ Performing 'touch-ups' – which may involve: <ul style="list-style-type: none"> – Spot cleaning – of areas not fully clean – Drying – of wet spots

Slide

Tidy worksite

- Finalising the job
- Inspecting the area
- Returning area to operational status

(Continued)



Slide 214

Slide No	Trainer Notes
214.	<p>Trainer continues reminding students regarding examples of finishing activities:</p> <ul style="list-style-type: none"> ● Finalising the work – such as (if and as appropriate to the area): <ul style="list-style-type: none"> ▪ Placement of products – books, magazines, promotional materials, give-aways ▪ Re-stocking of essential requisites – soap, toilet paper, tissues, towels ▪ Spraying room freshener/deodorant ● Inspecting the area – this should be a visual inspection which may use a checklist to guide and record actions. The inspection should: <ul style="list-style-type: none"> ▪ Cover the entire area – which has been cleaned ▪ Note other issues which require attention – this may be additional/different cleaning as well as repairs/maintenance ▪ Be undertaken in a structured manner – such as inspecting ‘from left to right’ or ‘in a clockwise direction’ ● Returning the area to operational status – which may involve: <ul style="list-style-type: none"> ▪ Unlocking doors which were locked during the preparation stage ▪ Locking doors which were unlocked as part of the cleaning process ▪ Turning equipment ‘on’ or ‘off’ as required – lights, heaters or coolers, vending machines, music systems ▪ Notifying supervisor cleaning has been completed – and area is ready for service.

Slide

Tidy worksite

- Disposing of soil/waste
- Returning vehicles to designated locations
- Recording completion of work
- Dealing with 'lost and found' items.



Slide 215

Slide No	Trainer Notes
215.	<p>Trainer continues reminding students regarding examples of finishing activities:</p> <ul style="list-style-type: none"> • Disposing of soil and waste – this may require: <ul style="list-style-type: none"> ▪ Collection of soil and waste ▪ Disposal into a bag or container/bin ▪ Removal to an external bin/container. ▪ All disposal must comply with local environmental requirements which may necessitate: <ul style="list-style-type: none"> ▪ Not disposing of soil/waste into storm water drains ▪ Separation of nominated waste/rubbish ▪ Recycling of items ▪ Control of odours and vermin ▪ Regular cleaning of waste bins/containers • Returning vehicles to designated locations – which may require: <ul style="list-style-type: none"> ▪ Completion of vehicle log ▪ Locking doors of vehicle ▪ Hand-over of keys to designated person/supervisor ▪ Parking in a specific manner – such as reverse park, or nose-in • Recording completion of cleaning – this may require: <ul style="list-style-type: none"> ▪ Filling in a 'work schedule' to record work completed at the end of the shift ▪ Complete an area-specific time sheet – indicating:

	<ul style="list-style-type: none">- When the area was cleaned/serviced<ul style="list-style-type: none">• Who did the cleaning/servicing▪ Dealing with lost and found items – this may require:<ul style="list-style-type: none">- Handing found items in to the designated lost and found area/facility▪ Completing a lost and found entry in the Lost and Found Register – or providing relevant details so such an entry can be made, addressing:<ul style="list-style-type: none">- Description of the item- Where it was found- When it was found.
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Slide

Clean, check and store equipment and chemicals

Cleaning of cleaning items may occur in:

- Cleaning store room
- Designated cleaning room
- Nominated outside locations.



Slide 216

Slide No	Trainer Notes
216.	<p>Trainer reminds students cleaning of cleaning items/equipment may be undertaken:</p> <ul style="list-style-type: none">• In the cleaning store room• In a designated cleaning room• In nominated outside locations.

Slide

Clean, check and store equipment and chemicals

Cleaning equipment needs to be cleaned after use to:

- Prevent smells
- Maintain appearance
- Maximise effectiveness
- Prepare items for next use.



Slide 217

Slide No

Trainer Notes

217.

Trainer reminds students cleaning equipment needs to be cleaned after use so as to:

- Prevent odour problems
- Maintain a high level of appearance
- Maximise operational effectiveness
- Leave the items ready for use next time they are needed.

Slide

Clean, check and store equipment and chemicals

Dusting mops:

- Shake – outside
- Wash in detergent
- Air dry.



Slide 218

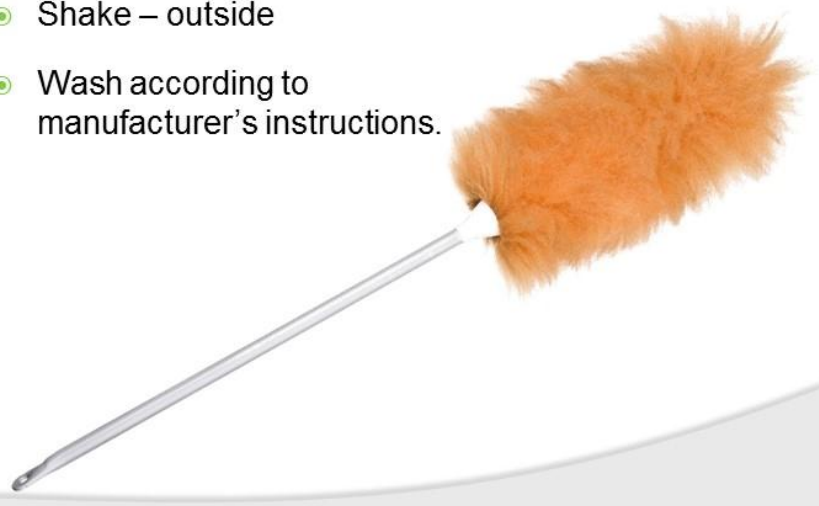
Slide No	Trainer Notes
218.	<p>Trainer reinforces previous advice about cleaning for Dusting mops:</p> <ul style="list-style-type: none">● Shake thoroughly in appropriate location (outside)● Wash in hot soapy water● Hang out to air dry.

Slide

Clean, check and store equipment and chemicals

Dusters:

- Shake – outside
- Wash according to manufacturer's instructions.



Slide 219

Slide No	Trainer Notes
219.	Trainer reinforces previous advice about cleaning of dusters: <ul style="list-style-type: none">● Shake clean regularly in an appropriate outside area● Wash in accordance with the manufacturer's instructions.

Slide

Clean, check and store equipment and chemicals

Brooms and brushes:

- Shake clean
- Wash with detergent
- Rinse
- Air dry.



Slide 220

Slide No	Trainer Notes
220.	<p>Trainer reinforces previous advice about cleaning of brooms and brushes:</p> <ul style="list-style-type: none">● Shake clean● Wash in hot soapy water● Rinse● Air dry.

Slide

Clean, check and store equipment and chemicals

Cloths and sponges:

- Clean regularly
- Wash in hot, soapy water
- Air dry.



Slide 221

Slide No	Trainer Notes
221.	<p>Trainer reinforces previous advice about cleaning of cloths and sponges stating they should be:</p> <ul style="list-style-type: none">• Cleaned on a regular basis using hot soapy water• Left to air dry.

Slide

Clean, check and store equipment and chemicals

Safety checks must address:

- Report problems/issues
- Remove unsafe items from use
- Follow manufacturer's instructions
- Check attachments and cords.



Slide 222

Slide No	Trainer Notes
222.	Trainer reinforces previous advice about safety checks stating they must be undertaken on all equipment as part of their cleaning and storing. Activities include: <ul style="list-style-type: none"> ● Reporting problems/issues identified during cleaning processes ● Removing unsafe items from use ● Following manufacturer's instructions regarding regular inspections and checks ● Checking all attachments and cords.

Slide

Clean, check and store equipment and chemicals

Basic maintenance – will vary with equipment and between businesses:

- Adding fuel
- Greasing/oiling parts
- Changing filters, bags, pads and belts
- Recharging batteries.



Slide 223

Slide No	Trainer Notes
223.	<p>Trainer reminds students only basic maintenance and repairs will be required explaining other maintenance and service must be performed by suitable qualified technicians and stressing what is classified as <i>basic</i> maintenance and repairs can vary between businesses and vary with the equipment being used but may include:</p> <ul style="list-style-type: none"> ● Adding fuel to petrol and diesel-driven units ● Greasing and oiling parts ● Emptying items – basic maintenance for items such as vacuum cleaners and other items that incorporate a vacuuming function must be emptied as a routine maintenance activity ● Changing filters and bags – in vacuum cleaners ● Changing pads – on polishers ● Changing belts – on belt-driven items ● Recharging batteries for battery-powered units.

Slide

Clean, check and store equipment and chemicals

'Other' maintenance may need to be reported in writing or verbally – this requires providing:

- Type of issue
- Location of item
- Urgency
- Name and contact details
- Date and time.



Slide 224

Slide No	Trainer Notes
224.	<p>Trainer reinforces previous advice observing where further work needs to be done to equipment these situations must be reported highlighting reports may need to be made verbally or in writing and most businesses will use a 'Maintenance Request Form' which contains space to record:</p> <ul style="list-style-type: none"> • Type of maintenance issue – such as 'pump not working', 'filter requires replacement' or 'plug needs re-wiring' • Location of item/area requiring maintenance – by room number, office or other location • Urgency associated with the request/need for attention • Personal name and contact details • Date and time.

Slide

Clean, check and store equipment and chemicals

Storing equipment:

- In accordance with enterprise requirements
- Putting items in designated places
- Ensuring ease of access for next user
- Stowing attachments with equipment
- Completing required logs/registers.



Slide 225

Slide No	Trainer Notes
225.	<p>Trainer reinforces previous advice stating all equipment must be stored after cleaning highlighting requirements include:</p> <ul style="list-style-type: none"> ● Storing/stowing in accordance with enterprise requirements ● Locating all items in their designated places ● Ensuring items are easy for the next person to access/use ● Making sure all attachments are stowed with the equipment ● Completing any internal logs/registers required.

Slide

Clean, check and store equipment and chemicals

Storing chemicals after use:

- Never pour unused and undiluted chemicals down a sink or gully trap
- Wear/use required PPE
- Return items to designated places
- Store chemicals with labels facing front



(Continued)

Slide 226

Slide No	Trainer Notes
226.	<p>Trainer reinforces previous advice about storing of chemicals highlighting all chemicals must be stored after use in accordance with legislated requirements and enterprise requirements – these may include:</p> <ul style="list-style-type: none"> ● Never disposing of left-over chemicals in undiluted form down a sink or gully trap. Chemicals should only be poured down drains fitted to chemical traps – never assume a drain leads to a chemical trap. Local laws address may address environmental concerns requiring safe disposal of chemicals by requiring them to be: <ul style="list-style-type: none"> ▪ Taken to designated collection sites ▪ Collected by specially licensed collection businesses. ● Wearing appropriate PPE when storing chemicals ● Returning chemicals to designated locations – as opposed to storing in random locations ● Storing chemicals with labels facing the front – for ease of identification/reading the label.

Slide

Clean, check and store equipment and chemicals

- Check each container
- Check other containers in the store
- Soak up spills
- Leave decanted chemicals in spray bottles
- Secure the store room



(Continued)

Slide 227

Slide No	Trainer Notes
227.	<p>Trainer continues reminding students about storing of chemicals:</p> <ul style="list-style-type: none"> ● Checking each bottle/container stored to ensure: <ul style="list-style-type: none"> ▪ No leaks or damage ▪ Lids/seals are tight ● Visually checking <i>other chemicals and containers</i> in the store at the same time – to identify leaks, spills or dangers/issues ● When spilt, chemicals should be initially soaked up with sand, earth or some kind of designated absorbent material – see/follow relevant MSDS ● Leaving already de-canted chemicals in spray bottles – rather than returning them to larger drums/containers ● Securing the chemical store – to prevent unauthorised use of the chemicals.

Slide

Clean, check and store equipment and chemicals

- Dispose of already diluted chemicals
- Do not store chemicals with food or drinks
- Do not store chemicals in food/drink containers
- Do not eat, drink or smoke when handling chemicals
- Wash hands after storing chemicals.



Slide 228

Slide No	Trainer Notes
228.	Trainer continues reminding students about storing of chemicals: <ul style="list-style-type: none"> • Disposing of any chemicals which have been diluted – as they will have lost the cleaning power of their active ingredients by the next time they are used • Never storing chemicals with foodstuffs, beverages or containers which will be used to serve/hold food or drinks • Never storing chemicals in food containers • Never eating, drinking or smoking when handing/storing chemicals • Always washing hands after storing chemicals at the completion of cleaning.

Slide

Clean, check and store equipment and chemicals

Ordering stock to replace used items/chemicals may be done verbally or in writing ('requisition form') addressing:

- Person requesting items
- Items needed – by type and brand
- Size
- Quantity
- Date.



Slide 229

Slide No	Trainer Notes
229.	<p>Trainer emphasises previous advice reminding students stocks of chemicals must be replaced/replenished at end-of-shift indicating stock may be ordered verbally or using a requisition, and explaining order/requisition should include:</p> <ul style="list-style-type: none"> ● Person requesting the items ● Items needed – by type and brand name ● Quantity of units required ● Size of each unit/container ● Date. <p>Requisition forms completed and forwarded to the appropriate person at the end of shift today, should result in the supplies ordered (or 'requisitioned') being supplied to the cleaning store later in the day or early the next day before the next shift starts work.</p>

Slide

Summary – Element 5

When applying ceilings, surfaces and fittings cleaning techniques:

- Assess the areas and work to be done
- Plan the work
- Prepare the job/worksite
- Select appropriate equipment and cleaning chemicals

(Continued)



Slide 230

Slide No	Trainer Notes
230.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 5

- Apply appropriate techniques depending on the job to be done
- Adhere to internal SOPs/WIs
- Clean to internal standards/criteria using appropriate techniques
- Work efficiently but avoid rushing



(Continued)

Slide 231

Slide No	Trainer Notes
231.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 5

- Wear/use designated PPE
- Be alert to the dangers posed by cleaning furniture/hidden places
- Maintain positive customer relations
- Undertake clearing and pick-up of loose items and litter as a basic first step

(Continued)



Slide 232

Slide No	Trainer Notes
232.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 5

- Tidy worksite before returning it to service
- Clean, check and store cleaning equipment and PPE after completion of task/s
- Take action to replace/replenish used items.



Slide 233

Slide No	Trainer Notes
233.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required. Trainer thanks trainees for their attention and encourages them to apply course content as required in their workplace activities.

Recommended training equipment

Samples of large cleaning equipment to allow demonstrations and practice – items may include scrubbing machines, polishing machines, wet and dry vacuum cleaners, pressure washers, buffing machines, sweepers, and shampooers

All options and attachments for all machines should also be provided

Samples of small cleaning equipment to allow demonstrations and practice – items may include wet and dry mops, dust mops, buckets, brooms, brushes, sponges, dusters, dust pans, abrasive pads, microfiber cloths, paper cloths/towels, scouring pads, door stops, extension cords, water hoses

Ancillary items to support cleaning such as carry-alls, spray bottles, bottle pumps, carts, rubbish bags, rubbish bins, drop cloths, protective materials to place over items while cleaning is in progress, ladders

Range of user replaceable spare parts as appropriate to cleaning equipment and personal protective clothing and equipment – for example, filters, bags, hoses, clamps, leads, pads, spray nozzles

Items of personal protective clothing and equipment – including gloves and gauntlets, face masks, eye protection/goggles, ear protection, aprons, overalls, jackets, protective footwear and rubber boots, hats and headwear

Sample Material Safety Data Sheets

Full range of cleaning chemicals/agents – including general purpose cleaning agents, spot cleaning agents, heavy duty cleaners, window cleaners, glass cleaners, stainless steel cleaners, leather cleaners, alkaline and acidic detergents, solvents, disinfectants, deodorisers, furniture polishes, floor polishers, hand soap and dispensers (for personal hand washing), graffiti remover, stripper, sealer, carpet shampoo, sanitiser

Usage charts and user instructions for cleaning chemicals/agents – identifying what different chemicals can be used for; the soils they will remove; dilution rates; application options

Sample cleaning instructions – SOPs, Work Instructions

Basic tool kit – for basic repairs and maintenance to equipment

Range of 'Cleaning in Progress' warning signs/cones

Sample cleaning policies and sample cleaning instructions (Standard Operating Procedures) used by organisations to undertake a range of cleaning techniques

Operating instructions/User manuals for all cleaning equipment and industrial chemical systems

Vehicle – for cleaning demonstration/practice purposes

Copies of local legislation as it applies to chemical storing and handling, manual handling workplace/occupational health and safety, environmental issues relating to cleaning agents and disposal of waste (including bio-waste)

Instructions for Trainers for using PowerPoint – Presenter View

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

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

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

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

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

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

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

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

Note Regarding Currency of URLs

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

Appendix – ASEAN acronyms

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

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