



**Occupational Standards
of Competence**

**Janitorial Services
Level 2**

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Qualification Overview

NVQB

in

Janitorial Services

Level 2

Qualification Overview

The NVQB in Janitorial Services Level 2 is aimed at training providers and employers who provide a range of janitorial services to residential, commercial and industrial clients and customers. Employers can use this qualification to support employees in planning careers, developing businesses and maintaining suitable employment.

Employees at this level must have an understanding of how to perform routine cleaning and deep cleaning of a wide range of surfaces and working environments (both interior and exterior) and know how to deal with different types of waste. They must be able to carry out cleaning duties in a manner that projects a positive image of themselves and their organization, protects the environment and ensures the safety of themselves and others.

Who is this qualification for?

The qualification is intended for persons who may work in the janitorial services sector and other areas of industrial cleaning. The qualification may be appropriate for persons undertaking pre-vocational programmes or those in the workforce responsible for routine cleaning work under supervision.

Like all NVQs, this qualification is competence based. This means that it is linked to the candidates' ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Jobs within the occupational sector

Relevant jobs within this area may include:

- Janitors
- Heavy-duty cleaners
- Domestic cleaners
- Building custodians
- Building caretakers
- General workers

DRAFT NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

JANITORIAL SERVICES — LEVEL 2

To achieve a full award, candidates must complete all sixteen (16) mandatory units. Candidates will be awarded an NVQB Unit of Competence for successful completion of unit 17.

Mandatory Units (ALL MUST BE COMPLETED)	<u>CODES</u>
1. Work as a team and develop yourself	U47503
1.1 Work with others	
1.2 Develop yourself in your job	
2. Work individually and develop yourself	U47603
2.1 Maintain own safety when working	
2.2 Work on your own	
2.3 Develop yourself in your job	
3. Give customers a positive image of yourself and your organization	U48203
3.1 Establish rapport with customers	
3.2 Respond to customers	
3.2 Communicate information to customers	
4. Contribute to the protection of the environment	U68402
4.1 Work in an environmentally conscious way	
4.2 Contribute to continuous improvements in protecting the environment	
5. Practise health and hygiene	U68502
5.1 Follow health and safety practices	
5.2 Follow hygiene procedures	
6. Maintain a safe and secure working environment	U68602
6.1 Maintain workplace health and safety standards	
6.2 Maintain workplace security standards	
6.3 Follow emergency procedures	

Mandatory Units (ALL MUST BE COMPLETED)

CODES

- | | | |
|------------|---|---------------|
| 7. | Use and store cleaning equipment and cleaning agents | U68702 |
| 7.1 | Use cleaning equipment and cleaning agents | |
| 7.2 | Store cleaning equipment and cleaning agents | |
| 8. | Collect and dispose of waste | U68802 |
| 8.1 | Prepare to deal with waste | |
| 8.2 | Deal with routine waste | |
| 8.3 | Deal with non-routine waste | |
| 8.4 | Deal with waste containers | |
| 9. | Clean, maintain and protect floors and furnishings | U68902 |
| 9.1 | Prepare to maintain floors and furnishings | |
| 9.2 | Clean hard floors | |
| 9.3 | Protect hard floors | |
| 9.4 | Maintain soft floors or furnishings | |
| 9.5 | Reinstate work area | |
| 10. | Clean and maintain external surfaces and areas | U69002 |
| 10.1 | Prepare for cleaning | |
| 10.2 | Carry out cleaning duties | |
| 11. | Clean and maintain internal surfaces and areas | U69102 |
| 11.1 | Prepare for cleaning | |
| 11.2 | Carry out cleaning duties | |
| 12. | Clean confined spaces | U69202 |
| 12.1 | Conduct cleaning in a confined space | |
| 12.2 | Follow safe working practices in the confined space | |
| 13. | Clean washrooms and replenish supplies | U69302 |
| 13.1 | Carry out cleaning of washrooms | |
| 13.2 | Replenish supplies and reinstate work area | |

Mandatory Units (ALL MUST BE COMPLETED.)

CODES

14. Clean high-risk areas

U69402

- 14.1 Conduct cleaning in a high-risk area
- 14.2 Prevent the spread of infection and contamination

15. Clean food areas

U69502

- 15.1 Prepare to clean food areas
- 15.2 Clean food areas
- 15.3 Reinstate work area

16. Deep clean equipment and surfaces

U69602

- 16.1 Prepare the work area
- 16.2 Treat the work area
- 16.3 Reinstate the work area

Elective Unit

CODES

17. Maintain safety when working at heights

U69702

- 17.1 Prepare to work at heights
- 17.2 Conduct checks of access equipment
- 17.3 Work safely

U47503

Work as a team and develop yourself

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to effectively and safely work with others in the same occupational area. It includes giving help to others when needed and responding appropriately when disagreements arise.

The unit also covers self-development in the job by identifying areas for further improvement.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

| 1. Work with others

- 1.1 Work assignments are agreed upon and shared to help the team work effectively.
- 1.2 Customers and others are greeted in a courteous manner and provided with **necessary information**.
- 1.3 Others are shown how to do new jobs within the limits of own job role and responsibility.
- 1.4 Questions are responded to and assistance provided to others according to their needs and within the limits of own authority.
- 1.5 Disagreements with others are handled effectively to minimize the impact on teamwork and the reputation of the organization.
- 1.6 Disagreements that are outside of own scope of authority are referred to **relevant persons**.
- 1.7 Assistance and help is requested from appropriate persons as necessary.
- 1.8 Customers' requirements are acknowledged and responded to according to their needs and organizational requirements.

2. Develop yourself in your job

- 2.1 Clear and relevant contributions are made to work-related and team work discussions.
- 2.2 Areas for self-development are identified and discussed with **relevant persons**.
- 2.3 Realistic, achievable targets for development are agreed upon.
- 2.4 Agreement is sought for the time and support needed to achieve target.
- 2.5 Activities are participated in that incorporate newly developed skills.
- 2.6 Feedback is requested from others and used to improve performance.

RANGE STATEMENT

All range statements must be assessed;

A. Necessary information:

- (i) Work procedures
- (ii) Basic work routines
- (iii) Material Safety Data Sheets (MSDS)

B. Relevant persons:

- (i) Senior supervisor
- (ii) Manager
- (iii) Human resources officer
- (iv) Health and safety officer

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the tasks to be shared amongst the team.
2. How to greet customers and others in a courteous manner.
3. What are the limits of own authority when demonstrating jobs to others.
4. What are the areas of your work that you can assist your colleagues with.
5. How to respond to questions and provide assistance within the scope of own authority.
6. How to handle disagreements and reduce the negative impact on teamwork.
7. Why it is important to resolve disagreements as soon as possible.
8. What is the reporting procedure for disagreements and to whom these should be reported.
9. How to ask for help while working with others.
10. How to identify customer requirements.
11. What are the organizational procedures for responding to customers' needs.
12. Why it is important to participate in discussions about your work.
13. How to effectively contribute to group discussions.
14. How to identify and explain your areas for self-development.
15. How to develop a plan for self-development.
16. How to set realistic targets for your development.
17. What activities can be used to develop yourself in your work.
18. How to identify and access the support needed to achieve your targets.
19. What is the importance of reviewing and updating your progress in your developmental plan.
20. What are the procedures for monitoring your progress.
21. What are the benefits of discussing your progress with your supervisor and colleagues.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U47603

Work individually and develop yourself

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work individually without the presence of your senior supervisor.

It is also about developing yourself by identifying areas for improvement.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Maintain own safety when working

1.1 **Contact arrangements** with relevant persons internal to or external to your organization are confirmed and agreed upon for the work to be conducted.

1.2 **Procedures for entry and exit** to the workplace are followed ensuring that awareness of safety risks is maintained at all times.

1.3 Workplace entry is controlled according to the limits of authority of the organization's hierarchy structure.

1.4 Workplace **risks and hazards** are assessed and appropriate corrective actions taken to reduce them.

1.5 Organizational standards for good appearance and positive behaviour are adhered to.

1.6 Customers and others are treated courteously and required information communicated in a timely manner.

2. Work on your own

2.1 Work schedule is received and understood.

- 2.2 Work is carried out in the specified areas according to the organization's work instructions.
 - 2.3 Work tasks are carried out according to priority scale and tasks not completed are reported to relevant persons.
 - 2.4 Problems are dealt with according to the nature and severity of impact on the health and safety of yourself and others and on the physical integrity of the workplace.
 - 2.5 Initiative is taken when dealing with problems according to organizational policy and procedure.
 - 2.6 Problems are reported to **relevant persons** and recorded according to organizational policies and procedures.
 - 2.7 Damage or disruption to the workplace is recorded and reported to **relevant persons** according to organizational procedures.
 - 2.8 Work not completed is reported in accordance with organizational policies and procedures and arrangements made to finalize the work.
 - 2.9 Procedures for leaving the workplace are followed in keeping with occupational health, safety and security procedures of the organization.
3. Develop yourself in your job
- 3.1 Personal strengths and weaknesses are recognized and areas for improvement are identified.
 - 3.2 Developmental plan with objectives and time lines is created.
 - 3.3 Personal performance is reviewed regularly and evaluated against the objectives of the developmental plan.

- 3.4 Feedback is sought from peers, supervisors and others on personal performance.
- 3.5 Deficiencies in performance are assessed and corrective measures implemented to fill gaps.

RANGE STATEMENT

All range statements must be assessed:

A. Contact arrangements:

- (i) Telephone numbers
- (ii) Email addresses
- (iii) Pager/beeper
- (iv) Mobile telephone
- (v) Single radio transmission

B. Procedures for Entry and Exit:

- (i) Personal clearance
- (ii) Vehicular clearance

C. Risks and Hazards:

- (i) Chemical
- (ii) Physical
- (iii) Equipment
- (iv) Environment
- (v) Utilities

D. Relevant Persons:

- (i) Senior supervisor
- (ii) Manager
- (iii) Health and safety coordinator
- (iv) Human resources officer/manager

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the contact arrangements for the relevant persons.
2. What are the procedures for entering and exiting the workplace and why these should be followed.
3. What are the limits of own responsibility for controlling entry to the workplace.
4. How to assess the types of risks and hazards of the workplace and how to reduce these.
5. What are the problems, risks and hazards that you can deal with at the level of authority.
6. Why personal appearance/presentation and behaviour are important in making a positive impression.
7. What are the organization's procedures for appearance and behaviour.
8. Why it is important to monitor your progress during the work time for completion of tasks.
9. What are the organizational procedures for reporting and recording problems, damage and disruption.
10. How to prioritize tasks in work schedule.
11. How to document information in accordance with company policies
12. How to identify areas of strength, weakness and areas for improvement in personal development.
13. How to create a development plan.
14. How to seek feedback from peers.
15. What is the benefit of reviewing and updating your performance against your developmental plan.
16. How to follow work instructions.
17. What are the organization's procedures for dealing with customers.
18. What are the organization's procedures for reporting incomplete work tasks.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U48203**Give customers a positive image of yourself and your organization**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required for effectively communicating with customers and portraying a positive impression of yourself when dealing with customers. It also covers how to give a positive impression of your organization and the customer service it provides.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Establish rapport with customers

1.1 Organizational standards for good appearance and positive behaviour are applied.

1.2 Customers are greeted respectfully and in a friendly manner in accordance with the organizational procedures.

1.3 Customers are communicated with in ways that make them feel valued and respected.

1.4 Customers' expectations are identified and confirmed.

1.5 Customers are treated in a courteous and helpful manner at all times.

1.6 Customers are continuously informed of actions and reassured about the status of the situation.

1.7 Own behaviour is adapted to respond effectively to different customer behaviours.

2. Respond to customers

2.1 Customers seeking assistance are responded to promptly.

- 2.2 The most suitable **method of communication** is selected to communicate with customers.
 - 2.3 Customers are questioned to confirm that their expectations are fully understood.
 - 2.4 Customers' questions and comments are responded to in a timely and positive manner in accordance with organizational standards.
 - 2.5 Customers are given time to consider your responses and further explanations provided as necessary.
3. Communicate information to customers
- 3.1 **Information** to help customers is quickly located.
 - 3.2 Customers are provided with information about products and services offered by the organization as needed.
 - 3.3 Customers are probed to make sure that complicated information received is clear.
 - 3.4 Reasons why needs or expectations cannot be met are clearly explained to customers.

RANGE STATEMENT

All range statements must be assessed:

A. Method of Communication:

- (i) Face-to-face discussion
- (ii) Telephone
- (iii) Email/electronic

B Information:

- (i) Product and service details
- (ii) Contractual agreement terms

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational standards for appearance and behaviour.
2. How to greet customers respectfully and in a friendly manner.
3. How to communicate with customers in a way that makes them feel valued and respected.
4. How to identify customer expectations.
5. How to respond appropriately to customers' needs.
6. How to keep customers informed and reassured.
7. How to respond promptly to customers seeking assistance.
8. What methods of communication are used.
9. How to check with customers so that you fully understand their expectations.
10. What are the organizational timelines for responding to customer questions and requests for information.
11. How to quickly locate information that will help your customers.
12. How to give customers the information they need about the services or products offered by the organization.
13. How to recognize information the customers might find complicated and how to check that the information is understood.
14. How to recognize different customer behaviours and adapt your own to suit.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68402**Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimize any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organizational procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|---|
| 1. | Work in an environmentally conscious way | 1.1 | Duties are performed in accordance with relevant policies and legislation . |
| | | 1.2 | Duties are executed in a manner which minimizes environmental damage . |
| | | 1.3 | Equipment and materials are operated and handled in a manner that minimizes environmental damage . |
| 2. | Contribute to continuous improvements in protecting the environment | 2.1 | Instances of likely or actual environmental damage are identified and appropriate action taken. |
| | | 2.2 | Improvements to procedures and practices in terms of good environmental practice are identified and reported to relevant persons. |
| | | 2.3 | Hazardous and non-hazardous waste is disposed of safely according to approved legislative procedures and practices. |
| | | 2.4 | Sustainable development is contributed to particularly in the conservation of energy, water, use of resources and equipment to minimize environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

A. Relevant policies and legislation:

- (i) Organizational policies
- (ii) Health and Safety at Work
- (iii) Environmental legislation
- (iv) Solid waste management policies
- (v) Recyclable policies

B. Manner which minimises environmental damage:

- (i) Using recycled/reused items and materials where appropriate
- (ii) Disposing of polluting substances safely
- (iii) Reducing the volume of waste
- (iv) Using biodegradable and eco-friendly chemicals
- (v) Planning tasks to reduce the use of fuel and electricity

C. Equipment and materials:

- (i) Hand tools
- (ii) Power tools
- (iii) Personal protective equipment
- (iv) Cleaning chemicals
- (v) Soaps and sanitizers
- (vi) Paper towels
- (vii) Garbage disposal bags
- (viii) Cloths and towels
- (ix) Containers
- (x) Access equipment

D. Hazardous waste:

- (i) Oils
- (ii) Chemicals and solutions
- (iii) Harmful materials (asbestos, fibreglass)
- (iv) Electronic equipment
- (v) Organic hazards (pest excrement, pest carcasses)

E. Non-hazardous waste:

- (i) Food
- (ii) Plant matter
- (iii) Paper

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognize any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognize wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimize pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimize the risk to the environment.
11. What are the organizational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68502**Practice health and hygiene**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain a high standard of personal hygiene which is required when carrying out cleaning duties. This unit also addresses the need to adopt health and safety practices.

It is essential that professional cleaners keep themselves and their operational areas clean and tidy and be able to correctly select and use personal protective equipment (PPE).

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|------------------------------------|-----|---|
| 1. | Follow health and safety practices | 1.1 | Organizational requirements for clothing and personal hygiene are communicated and followed. |
| | | 1.2 | Organizational procedures for the wearing of jewellery and accessories are correctly followed. |
| | | 1.3 | First aid kit is located and checked to ensure it is complete according to organizational procedures. |
| | | 1.4 | Appropriate personal protective equipment (PPE) is selected and used in accordance with manufacturers' instructions and organizational procedures. |
| | | 1.5 | PPE is checked to ensure it is clean and fit for use and changed when necessary in accordance with organizational procedures. |
| 2. | Follow hygiene procedures | 2.1 | Recommended organizational procedures for hand washing are followed appropriately at all times. |
| | | 2.2 | Cuts, grazes, skin conditions or illnesses are reported to relevant persons . |
| | | 2.3 | Cuts, grazes or skin conditions are covered with an appropriate dressing from the first-aid kit. |

- 2.4 Measures to prevent contamination or the spread of infections are taken in accordance with industry standards.

RANGE STATEMENT

All range statements must be assessed:

A. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Hair coverings (hairnets, head wraps, beard guards)

B. Relevant Persons:

- (i) Supervisor
- (ii) Manager
- (iii) Health and safety coordinator
- (iv) Human resources manager

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational requirements for clothing and personal hygiene.
2. What are the organizational procedures for wearing jewellery and accessories.
3. Why it is important to follow organizational requirements for hygiene and attire.
4. Why jewellery and other accessories may pose a risk when working.
5. What are the essential components of a complete first-aid kit.
6. How to use each component of the first-aid kit.
7. What are the different types of personal protective equipment (PPE) and how these can be accessed.
8. Which personal protective equipment (PPE) is appropriate to the task being carried out and how it/these should be worn.
9. How and where to dispose of used personal protective equipment (PPE).
10. Why it is important to report cuts, grazes, skin conditions and illnesses, particularly stomach and respiratory illnesses, to an appropriate person.
11. Who are the relevant persons to whom reports of cuts, grazes, skin conditions or illnesses should be made and what is the procedure for doing so.
12. Why it is important to cover cuts, grazes or skin conditions when cleaning and what are the appropriate dressings that can be used.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
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(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68602**Maintain a safe and secure working environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain workplace security standards, implement emergency procedures and manage threats to personal safety. It is important for candidates to demonstrate the ability to carry out duties and conduct themselves in a manner which reduces risks to workplace safety and security.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|---|
| 1. | Maintain workplace health and safety standards | 1.1 | Hazards and potential hazards to the safety of customers, staff and visitors are identified. |
| | | 1.2 | Safety barriers and signage are placed in appropriate locations to warn customers, staff and visitors of hazards and potential hazards in accordance with organizational procedures. |
| | | 1.3 | Duties are performed in an efficient manner in accordance with relevant health and safety policies and legislation . |
| | | 1.4 | Threats to personal safety are identified, reported to the appropriate persons and promptly dealt with according to organizational procedures. |
| 2. | Maintain workplace security standards | 2.1 | Work area is continually monitored to detect unexpected situations or suspicious behaviour. |
| | | 2.2 | Frequent communication is maintained with identified colleague(s) to ensure personal safety. |
| | | 2.3 | Potential security risks are identified and reported to the appropriate person in accordance with organizational procedures. |
| | | 2.4 | Work area and storage facilities are secured against unauthorized access. |

- 2.5 **Unexpected situations** are reported to the **relevant person(s)** where necessary.
 - 2.6 Keys and access passes are handled in a manner that ensures they are always secure and accounted for.
3. Follow emergency procedures
- 3.1 Appropriate **response(s)** to **emergency situation(s)** or **security risk(s)** (which may include contacting emergency personnel) is carried out correctly, calmly and safely in accordance with organizational procedures.
 - 3.2 Changes to emergency situations or security risks are monitored and **responses** adjusted as required to maintain security.
 - 3.3 Suspicious items and packages are left undisturbed and immediately reported in accordance with **relevant policies and legislation**.
 - 3.4 Clear and accurate reports about the emergency are made to appropriate persons in a timely fashion in accordance with organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Hazards and potential hazards:

- (i) Security breaches
- (ii) Behaviour or actions which threaten workplace safety and security
- (iii) Suspicious items
- (iv) Slippery floor surfaces, airborne particles and other workplace hazards
- (v) Trip hazards (cords and ladders)

B. Relevant policies and legislation:

- (i) Organizational policies
- (ii) Health and Safety at Work
- (iii) Client health and safety requirements and guidelines

C. Security risks:

- (i) Unauthorized entry into prohibited areas
- (ii) Discovery of suspicious items
- (iii) Unauthorized open entrances and exits
- (iv) Missing keys and access cards
- (v) Threats to personal safety from violent persons

D. Relevant persons:

- (i) Supervisor
- (ii) Manager
- (iii) Health and safety coordinator

E. Response to emergency situations:

- (i) Use of fire extinguishers
- (ii) Evacuation of the premises
- (iii) Isolating area of potential risk
- (iv) Issuing verbal warnings
- (v) Notifying relevant emergency services agencies (Ambulance, Fire and Police)
- (vi) Offering assistance to persons in distress
- (vii) Provision of first aid
- (viii) Request for support and assistance from nearby persons
- (ix) Raising alarms
- (x) Using site alarms

F. Emergency situations:

- (i) Personal accidents resulting in injury or death
- (ii) Fire
- (iii) Bomb and other threats to persons and property
- (iv) Natural disaster (e.g. flood, earthquake)
- (v) Leakage or spillage of hazardous substances
- (vi) Malfunctions of dangerous processes
- (vii) Discovery of suspicious items
- (viii) Presence of violent persons

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational requirements for identifying and dealing with hazards or potential hazards.
2. How to identify hazards or potential hazards in the workplace and to whom these should be reported.
4. What signage and barriers should be erected to warn staff, customers and visitors about hazards or potential hazards.
5. What are some of the unexpected situations you may encounter, how they should be dealt with and to whom these should be reported.
6. How to follow and carry out duties in accordance with health and safety procedures.
7. How to identify potential risks and to whom these should be reported.
8. How to secure the workplace and property from unauthorized access.
10. What are the organizational emergency response procedures.
12. How to assess risks to self, individuals, key people and others.
13. What are the types of security incidents and emergencies that might occur in your working environment.
14. What are the appropriate actions to take for different security incidents and emergencies.
15. What are your own capabilities to deal with an accident and emergency and when and how to summon additional help.
16. How to promote health and safety to others, including the modelling of good practice.
17. What are the organizational procedures for producing reports on emergencies and security incidents.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68702**Use and store cleaning equipment and cleaning agents**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to safely use and store cleaning equipment and cleaning agents. It deals with the procedures that must be followed to ensure that equipment is left in a condition where it is ready to be used, making appropriate selections of cleaning agents, using them correctly and disposing of them safely.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|--|--|
| 1. | Use cleaning equipment and cleaning agents | 1.1 Appropriate personal protective equipment (PPE) is selected and correctly worn.

1.2 Appropriate warning signs are displayed before work is commenced.

1.3 Area is adequately ventilated for the cleaning equipment and cleaning agents that are to be used.

1.4 Cleaning equipment is checked for faults on removal from storage to ensure it is safe to use.

1.5 Faults that are discovered with cleaning equipment are reported to relevant persons in accordance with organizational procedures.

1.6 Appropriate cleaning agents are selected for the area and surfaces to be cleaned

1.7 Cleaning equipment and cleaning agents are prepared and used in accordance with manufacturers' instructions and organizational guidelines. |
| 2. | Store cleaning equipment and cleaning agents | 2.1 Cleaning equipment is cleaned and checked before returning it to storage area.

2.2 Storage area is checked to ensure it is clean and tidy before returning cleaning equipment and cleaning agents . |

- 2.3 **Cleaning equipment and cleaning agents** are stored appropriately in accordance with health and safety guidelines and organizational procedures.
- 2.4 Stock levels are checked and organizational procedures followed for reporting shortages.

RANGE STATEMENT

All range statements must be assessed:

A. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Dust mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Safety shoes
- (vi) Overalls
- (vii) Hair covering

B. Cleaning equipment:*Manual Equipment*

- (i) Trash containers
- (ii) Cleaning carts
- (iii) Mops and mop bucket
- (iv) Brooms and dustpans
- (v) Dusters
- (vi) Disposable bags
- (vii) Spray bottles

Electrical Equipment

- (i) Dry/wet vacuum machine
- (ii) Floor buffer/scrubber
- (iii) Steam cleaner
- (iv) Carpet extractor
- (v) Pressure washer

C. Cleaning agents:

- (i) Floor polish
- (ii) Furniture polish
- (iii) General disinfectant
- (iv) Bleach
- (v) Deodorizer
- (vi) Glass/mirror cleaner
- (vii) General cleaners
- (viii) Strippers

D. Faults:

- (i) Broken or damaged parts
- (ii) Frayed wires
- (iii) Non-operational units
- (iv) Missing parts
- (v) Malfunctioning units

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to wear protective clothing when using equipment and cleaning agents.
2. What are the warning signs appropriate for the use of different types of equipment.
3. Why it is important to ventilate the area.
4. What is adequate ventilation for the various pieces of cleaning equipment and cleaning agents.
5. Where storage areas are located and how they may be accessed.
6. Where the water and electricity supplies closest to the storage area are located for cleaning and testing equipment.
7. How to check equipment for faults.
8. To whom faults should be reported.
9. What are the organizational procedures for reporting equipment faults.
10. What are the aspects of health and safety legislation which are relevant to the use of cleaning equipment and cleaning agents.
11. How to clean equipment in accordance with manufacturers' guidelines and organizational procedures.
12. What are the basic legal requirements relating to safe practices when using cleaning agents.
13. What the warning signs used on cleaning agent containers mean.
14. How to select appropriate cleaning agents for the full range of cleaning tasks you undertake in your area of responsibility.
15. Why it is dangerous to mix certain types of cleaning agents together.
16. Why it is important to follow manufacturer's instructions on cleaning agents.

17. What are the consequences for failing to adhere to legal requirements for cleaning duties.
18. Why work routines and procedures need to be followed.
19. What are the preparations that must be made to the work area before cleaning agents are used.
20. How to store cleaning agents.
21. Why different types of cleaning agents have different requirements for storage.
22. What are the organizational guidelines for reporting shortages of cleaning agents.
23. What are the types of problems that could occur when preparing and using cleaning agents.
24. How to deal with problems arising from the use of cleaning agents.
25. What are the correct/approved sources of electricity to be used during cleaning.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68802**Collect and dispose of waste**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to correctly handle waste while carrying out cleaning duties.

Candidates should treat all waste carefully, paying particular attention to personal hygiene to prevent health and safety risks to themselves and others and also to prevent contamination of the work area.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------|--|
| 1. Prepare to deal with waste | <p>1.1 Work order, special instructions and client's cleaning specifications for dealing with waste are obtained from supervisor.</p> <p>1.2 Appropriate personal protective equipment (PPE) is selected and correctly worn.</p> <p>1.3 Preparations are made to the working area in accordance with organizational requirements to ensure the task can be completed efficiently and safely.</p> <p>1.4 Checks are made with supervisor before removing items where it is unclear whether they should be treated as waste or are hazardous or non-hazardous.</p> <p>1.5 Categories of routine waste and non-routine waste are correctly identified.</p> <p>1.6 Equipment and supplies are checked to ensure safety and correct functioning according to manufacturers' specifications and organizational requirements.</p> <p>1.7 Faulty or broken equipment, signs of infestation or signs of suspected mould are reported to supervisor or appropriate person.</p> |
|-------------------------------|--|

2. Deal with routine waste
 - 2.1 **Routine waste** is collected from work area in accordance with **work order, relevant policies and legislation.**
 - 2.2 **Routine waste** is removed from site and transported to correct disposal unit by shortest, practical and safest route in accordance with **work order, relevant policies and legislation.**
 - 2.3 **Routine waste** is transferred to an appropriate **waste carrier** in accordance with **work order, relevant policies and legislation.**
 - 2.4 Office waste to be retained by the organization is identified, clearly marked, separated and stored in accordance with client specifications and organizational procedures.
 - 2.5 **Routine waste** to be transferred to a collection point is identified and transferred using approved handling procedures.
 - 2.6 **Work restrictions** affecting completion of the work order are identified and **relevant persons** promptly notified.
3. Deal with non-routine waste
 - 3.1 Storage containers are checked before handling to ensure they are securely sealed.
 - 3.2 Seals on used waste storage receptacles are checked after movement to ensure they are unbroken.
 - 3.3 **Non-routine waste** to be transferred to a collection point is identified and transferred using approved handling procedures.
 - 3.4 **Non-routine waste** material to be collected is identified and sorted before transporting to appropriate collection points.

- 3.5 Origin of **non-routine waste** is clearly marked in accordance with instructions and organizational procedures.
 - 3.6 **Non-routine waste** is labelled and the process of movement documented and recorded in accordance with instructions and **relevant policies and legislation**.
 - 3.7 Rigid containers are moved using handles and sacks, and receptacles handled as instructed to prevent damage and secure safety of self and others.
 - 3.8 Sharps requiring special handling are identified and the pick-up kit and specific box for their disposal used in accordance with **relevant policies and legislation**.
4. Deal with waste containers
 - 4.1 Work is carried out methodically and in a manner that cuts down on the risk of contamination to self and surrounding areas.
 - 4.2 **Waste carriers** are handled carefully and checked to ensure they are secure and free from damage.
 - 4.3 Workplace instructions are followed carefully to deal with the safe removal of spillages.
 - 4.4 Waste containers requiring cleaning or which are heavily used at intervals are identified and cleaned according to organizational instructions.
 - 4.5 Bin liners are replaced or fresh containers set up according to workplace requirements.
 - 4.6 Holding areas are left clean and containers cleaned and stored in the required place in a condition that is fit for use.

RANGE STATEMENT

All range statements must be assessed:

A. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Hair coverings (hairnets, head wraps, beard guards)
- (vii) Ear plugs and ear muffs
- (viii) High-visibility vests and clothing
- (ix) Respirators
- (x) Helmets (where required)

B. Routine waste:

- (i) Foodstuffs
- (ii) Paper
- (iii) Plant matter
- (iv) Plastics

C. Non-routine waste:

- (i) Oils
- (ii) Chemicals and solutions
- (iii) Metals and electronic consumables
- (iv) Hazardous biological waste (Clinical waste: blood and other human waste, soiled and disposable linens, Sharps: syringes and needles, cytotoxic waste, pest excrement or carcasses)
- (v) Harmful materials (e.g. glass, asbestos, fibreglass)

D. Work order:

- (i) Points of access to and egress from work site
- (ii) Timing of access to work site
- (iii) Budget allocations
- (iv) Completion times and dates
- (v) Job requirements and specific tasks
- (vi) OHS requirements and emergency response procedures
- (vii) Required equipment and materials
- (viii) Client requirements for dress, deportment and conduct
- (ix) Work schedules
- (x) Work site contact persons
- (xi) Industry specific work site requirements

E. Relevant persons:

- (i) Clients

- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

F. Hazards:

- (i) Allergic reactions to chemicals or equipment
- (ii) Hazardous biological waste (including syringes and other sharps)
- (iii) Airborne particles (dust, mould and fibres)
- (iv) Electrical hazards from cables, equipment and fittings
- (v) Unsafe underfoot conditions (slippery, uneven or rough floor surfaces)
- (vi) Inadequate lighting and ventilation
- (vii) Emergency situations (fire, hazardous gas leak, natural disaster)
- (viii) Heights
- (ix) Protruding, moving or unguarded parts of equipment
- (x) Extreme temperatures
- (xi) Noise
- (xii) Harmful or dangerous chemical reactions

G. Relevant policies and legislation:

- (i) Organizational policies
- (ii) Safety and Health
- (iii) Environmental legislation
- (iv) Solid waste management policies
- (v) Recyclable policies

H. Waste carrier:

- (i) Garbage bags
- (ii) Sharps containers
- (iii) Trolleys
- (iv) Wheelie bins (mobile garbage bins)
- (v) Vacuums

I. Work Restrictions:

- (i) Amount of cleaning anticipated
- (ii) Client activity
- (iii) Faulty or missing equipment
- (iv) Site accessibility
- (v) Site hazards
- (vi) Staffing resource shortages
- (vii) Time limitations

J. Equipment and Supplies:

- (i) Bin liners
- (ii) Cleaning cloths
- (iii) Damp wiping cloths
- (vi) Long-handled dustpans and brooms
- (v) Nylon pads
- (vi) Pick-up trolleys
- (vii) Scrubbing brushes
- (viii) Spray bottles
- (ix) Wheelie bins
- (x) Tongs
- (xi) Vacuum

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the methods and procedures for preparing self and work area before cleaning.
2. What personal protective equipment is required and how to use it correctly.
3. Why it is important to maintain personal hygiene when handling waste.
4. What are the procedures for handling and disposing the different types of waste.
5. What are the client requirements and organizational procedures for retaining and storing office waste.
6. What are the chemicals and equipment required for cleaning when dealing with different types of waste and how to deal with these safely.
7. What industry legislation, regulations and codes of practice apply to sorting and removing waste.
8. Why the location and cleaning of waste areas is important in preventing and controlling pests and reducing mould.
9. What are the approved methods for transferring waste.
10. How to correctly mark, label and record waste and its movement and why this is necessary.
11. What are the procedures and required equipment for disposing of sharps safely.
12. What are the correct methods for handling and disposing of clinical waste.
13. Why it is important to repackage waste containers that have dangerous residue on the exterior.
14. What are the procedures for dealing with waste containers that are broken or damaged or faulty or broken equipment and to whom reports should be made.
16. What are the signs of infestation, the procedures for reporting them and to whom these should be reported.
17. What are the standards of cleanliness for holding areas and empty holding and collection bins.
18. Where are disposal units located.
19. Where waste pick-up equipment may be located.
20. What are the types of waste storage receptacles.
21. How to select and use bin liners.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

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The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68902**Clean, maintain and protect floors and furnishings**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to clean hard, semi-hard and soft floors and furnishings using manual equipment such as brushes, mops and electrical equipment such as scrubbers, extractors and vacuum cleaners.

It covers assessing the amount of cleaning that is required, using the most suitable cleaning agents and necessary equipment. The unit is also about removing stains and ground-in dirt before applying treatments using the correct processes and a range of specialist methods, ensuring that the area is left dry when work is completed.

Candidates will be required to apply protective coatings using appropriate electrical equipment and reinstating the work area when finished.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare to maintain floors and furnishings | <ul style="list-style-type: none"> 1.1 Special instructions, standards and client's cleaning specifications for cleaning floors and furnishings are obtained from supervisor. 1.2 Preparations are made to the working area in accordance with organizational requirements to ensure the task can be completed efficiently and safely. 1.3 Portable objects which may become obstacles during cleaning are moved. 1.4 Personal hygiene is maintained throughout the cleaning process in accordance with organizational requirements. 1.5 Appropriate personal protective equipment (PPE) is selected and correctly worn. |
|---|--|

- 1.6 Correct **cleaning equipment**, work areas and material of surfaces to be cleaned are identified and the most effective and economical treatment selected in accordance with work order, cleaning specifications and organizational procedures.
 - 1.7 Damaged or deteriorating surfaces or those in need of restoration are identified and reported in accordance with organizational procedures.
 - 1.8 **Soft floors/furnishing materials** to be cleaned are checked to determine colour-fastness and shrink-resistance and test cleans are carried out in an area where marks are least likely to be noticed.
 - 1.9 Factors that will affect how the material/surface is to be cleaned are investigated and noted.
 - 1.10 Area is checked for adequate ventilation, for comfort and to aid drying processes.
 - 1.11 Appropriate **cleaning equipment** and **cleaning agents** suitable for specific type of surface and material being cleaned, amount of ground in soil and protective coating are selected and used in accordance with instructions and organizational procedures.
2. Clean hard floors
- 2.1 Large items of debris are safely cleared by hand before other cleaning activities are started.
 - 2.2 Loose dust and debris are carefully and safely removed in a manner that stops dust from spreading.
 - 2.3 Bodily fluids or other spillages that cannot be identified are reported to **relevant persons** and cleaned only when instructed to do so.
 - 2.4 Spillages are cleaned up using a method that is suitable to the type of **hard floor** and the size and type of spillage

- 2.6 **Hard floor treatments** are applied safely in accordance with manufacturers' instructions without overwetting or damaging the surface.
 - 2.7 **Hard floor** is left neutralized, dry and free of ground-in soil, **protective coating** and smears.
 3. Protect hard floors
 - 3.1 Appropriate **protective coating** and **cleaning equipment** for the **hard floor** surface are selected in accordance with instructions and organizational procedures.
 - 3.2 Required number of **protective coatings** is applied evenly and systematically in accordance with manufacturers' instructions.
 - 3.3 **Hard floor** is left dry with an even finish and free of dust.
 4. Maintain soft floors or furnishings
 - 4.1 Dust and debris are removed before applying **cleaning agents** or **soft floor/furnishing material treatments**.
 - 4.2 Ground-in soil and stains are pre-treated before attempts are made to remove them.
 - 4.3 **Soft floor/furnishing material treatments** are applied safely in accordance with manufacturers' instructions without overwetting or damaging the surface.
 - 4.4 Treated area is examined and additional **soft floor/furnishing material treatments** applied where required to safely remove stains.
 - 4.5 Cleaned surfaces are checked after cleaning to ensure they have an even appearance.
 - 4.6 Cleaned surface is left free of excess moisture and **ground-in soil** after cleaning duties are completed.
 5. Reinstate work area
 - 5.1 **Ground-in soil and stains** that could not be removed are reported to relevant persons.

- 5.2 Items removed during cleaning are returned to their respective places.
- 5.3 Unused cleaning treatments, slurry and waste items are disposed of in accordance with organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Hair coverings (hairnets, head wraps, beard guards)
- (vii) Earplugs and ear muffs
- (viii) High-visibility vests and clothing
- (ix) Respirators
- (x) Enclosed shoes

B. Cleaning equipment:*Manual Equipment*

- (i) Trash containers
- (ii) Cleaning carts
- (iii) Mops and mop bucket
- (iv) Brooms
- (v) Dusters
- (vi) Disposable bags
- (vii) Spray bottles
- (viii) Scrubbing brushes

Electrical Equipment

- (i) Dry/wet vacuum machine
- (ii) Floor buffer/scrubber
- (iii) Steam cleaner
- (iv) Carpet extractor
- (v) Pressure washer

C. Soft floors/furnishing materials:*Soft floors*

- (i) Natural fibre carpets (e.g. cotton, silk, wool)
- (ii) Synthetic fibre carpets (e.g. acrylic, nylon)
- (iii) Mixed blend carpets
- (iv) Coir matting
- (v) Mats and rugs
- (vi) Synthetic grass

Furnishing

- (i) Fabric upholstery (natural, synthetic or mixed fibres)
- (ii) Laminate
- (iii) Leather

E. Cleaning agents:

- (i) Floor polish
- (ii) Furniture polish
- (iii) General disinfectant
- (iv) Deodorizer
- (v) Glass/mirror cleaner
- (vi) General cleaners
- (vii) Strippers

F. Relevant persons:

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Site supervisor/manager/foreman

G. Hard floors:

- (i) Resilient porous floors (brick, concrete, ceramic tiles, clay tiles, natural stone)
- (ii) Resilient non-porous (vinyl, rubber, fibreglass)
- (iii) Natural fibres (cork, parquetry, wood)

H. Ground-in soils and stains:

- (i) Beverages
- (ii) Blood
- (iii) Dust
- (iv) Food and grease
- (v) Mud/heavy dirt build-up
- (vi) Industrial grease
- (vii) Human and animal waste
- (viii) Scuff marks

I. Hard floor treatments:

- (i) Air blowing
- (ii) Floor scrubbing
- (iii) Dry buffing
- (iv) Wet buffing
- (v) Dust mopping and sweeping

- (vi) Low-water cleaning methods (e.g. using microfiber cleaning products)
- (vii) Scrubbing
- (viii) Spray buffing
- (ix) Wet mopping
- (x) Vacuuming

J. Protective coatings:

- (i) Waxes
- (ii) Sealers
- (iii) Polishes

K. Soft floor /furnishing material treatments:

- (i) Vacuuming
- (ii) Pile agitation
- (iv) Dry powder extraction
- (v) Water extraction
- (vii) Shampooing
- (ix) Steam cleaning

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to have an up-to-date cleaning specification and from whom it can be obtained.
2. What are hard and semi-hard floors.
3. How to prepare for cleaning hard floors.
4. What is the level of personal hygiene required for the area in which work is being carried out and why it is important to maintain personal hygiene.
5. Why it is necessary to remove personal items and where they should be stored during cleaning.
6. What are the organizational health and safety instructions and why these should be checked against organizational procedures.
7. What checks and restrictions are in place for using deep-cleaning equipment and why it is important to adhere to these.
8. What are the consequences of not adhering to correct safety measures.
9. What is colour coding and why it is important.
10. What are the factors that will affect how floors and materials are cleaned.
11. What are the available methods of treatment and how to determine which treatment is most effective and economical to use.
12. How to apply treatments correctly according to manufacturers' instructions.
13. What is the range of specialist methods that can be used to clean and maintain soft floors and furnishings such as dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, pile realignment and how these are applied.
14. How to assess whether the material is suitable for the planned treatment and what factors to take into account such as the material, type, position, form and amount of soiling.
15. Why large items of debris should be cleared by hand before commencing cleaning activities.
16. What are the safe handling techniques for large items of debris.
17. What are different methods for removing loose dust and debris and how to choose the correct one.
18. What are the correct containers in which to put dust and debris.

19. How to identify different types of spillage.
20. Why it is important to report any bodily fluids or spillages that cannot be identified and why these should only be cleared up when given instructions.
21. What are the different methods of removing bodily fluids or spillages and how to choose the correct one.
22. What are the health and safety and organizational regulations for removing bodily fluids or spillages.
23. How to identify the most appropriate place to carry out test cleans and why this should be conducted before applying treatments.
24. What are the circumstances under which equipment and surfaces should be pre-treated.
25. Why treatments should be applied to surfaces evenly and what are the effects of not doing so.
26. Why it is important to report any stains that cannot be removed and to whom this should be reported.
27. Why it is important to dispose of left-over cleaning solutions correctly and what are the procedures for doing so.
28. Why floors must be left free of ground-in soil and protective coatings and what are the consequences of not doing so.
29. Why it is important to neutralize floors and what are the consequences of not doing so.
30. What is the range of available protective coatings and how to choose the correct one for the floor surface.
31. How to determine the correct number of protective coatings to be applied.
32. How to apply the protective coatings evenly and systematically and why this is important.
33. How to burnish floors systematically to obtain the required degree of shine.
34. How to dispose of unused protective coatings correctly.
35. Why it is important to return items as they were found.
36. Why it is important to remove superficial dust and debris before commencing the deep cleaning process.
37. How to soften ground-in soil and/or stains, when it is soft enough to be removed and why this is important.
38. How to clean methodically and reduce spreading dust and why this is important.

39. How to avoid damaging surfaces and what are the likely results of damaging the surface.
40. Why it is important to take precautions in cleaning unsecured items such as rugs.
41. What are the dangers of working at heights, using step ladders and how to do so safely.
42. Why it is important to remove any excess moisture.
43. How to identify damaged or deteriorating surfaces or those needing restorative work and to whom these should be reported.
44. What are the standards that need to be applied to work other than the supervisor's instructions, e.g. customers' instructions relevant to the material being cleaned.
45. How to ensure that there is sufficient ventilation in the work area when carrying out deep cleaning and to aid the drying process.
46. Why it is important to move portable objects which may get in the way while working.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69002**Clean and maintain external surfaces and areas**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct cleaning duties externally. Cleaning external areas usually involves the use of tools and machinery and will often present risks to health and safety. Changes in weather and other environmental conditions can also have a substantial impact on when and how cleaning is conducted and as a result, it is important for candidates to take into consideration factors such as temperature, rainfall, humidity and wind levels when cleaning.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---------------------------|-----|--|
| 1. | Prepare for cleaning | 1.1 | Appropriate attire, deportment and personal hygiene are maintained throughout the cleaning process in accordance with organizational procedures. |
| | | 1.2 | Checks are made to ensure the necessary tools, equipment and machinery are available and the most appropriate selected in accordance with work order and relevant policies and legislation. |
| | | 1.3 | Appropriate personal protective equipment (PPE) is selected and correctly worn. |
| | | 1.4 | Work area is inspected to determine cleaning requirements and a sequence for carrying out the work is established, considering the impact of environmental conditions. |
| | | 1.5 | Work areas are checked to ensure they are safe and accessible for the equipment and machinery being used. |
| | | 1.6 | Lost property or unattended items are dealt with in accordance with client and organizational procedures. |
| 2. | Carry out cleaning duties | 2.1 | Environmental conditions are checked to determine how cleaning duties will be affected. |

- 2.2 Cleaning duties are performed in a logical sequence to ensure surrounding areas are not adversely affected.
- 2.3 Cleaning is conducted using methods that are appropriate to the work area and type of cleaning required.
- 2.4 Cleaning is conducted in a manner that avoids unnecessary obstruction, disturbance or nuisance to others.
- 2.5 Cleaning methods are adapted to the tools, equipment and machinery being used as well as other factors such as environmental conditions.
- 2.6 Difficulties carrying out own work or any additional work outside own area of responsibility are identified and reported to the **relevant persons** in accordance with organizational procedures.
- 2.7 Accidental damage caused when carrying out cleaning is reported to **relevant persons**.
- 2.8 **Tools, equipment and machinery** that were used during cleaning are securely stored in accordance with organizational procedures and those in need of repair are reported to the **relevant persons**.
- 2.9 Equipment and materials are replaced and extra resources organized where required in accordance with organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Tools, equipment and machinery:

- (i) Squeegee
- (ii) Power washer
- (iii) Brooms and large dustpans
- (iv) Access equipment (e.g. ladders, scaffolding, lifts)
- (v) Scrubber/buffer

B. Personal Protective Equipment:

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Helmets (where required)
- (vii) Ear plugs and ear muffs
- (viii) High-visibility vests and clothing
- (ix) Respirators
- (x) Sun protection (hats, visors, sunscreen)

C. Relevant persons:

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What checks are required to carry out the work.
2. What is the location for carrying out the work and the best means of getting there.
3. What are the organizational standards of appearance, behaviour and personal hygiene and why it is important to maintain them.
4. How to inspect a work area to decide what work is required and what is the best way to do so, taking into account environmental conditions and where relevant, public access.
5. How environmental conditions might influence the work that can be carried out (e.g. wind, rain).
6. What are the correct articles of personal protective equipment for the work area, equipment and/or machinery and materials required.
7. Why it is important to wear personal protective equipment when required and why it is important that others see you wearing it.
8. Which methods and materials will be most effective for carrying out the work required and what are the alternatives.
9. How to access the work area without causing injury or damage.
10. What are the procedures for dealing with lost property and/or unattended items and why these should be followed.
11. How environmental conditions can affect the performance of equipment and/or machinery and other factors, such as drying times.
12. How much time has been allocated for completing the work.
13. What are the correct methods to use with chosen equipment and materials.
14. What are the consequences of using incorrect or unsuitable materials and/or not following manufacturers' instructions.
15. Why methods need to be changed to suit environmental conditions and required work.
16. What are the methods and techniques that may obstruct and/or cause nuisance to others and how this can be avoided (e.g. by changing the timing/sequence of routine work operations).
17. Why it is important to continually check the quality of your own work.

18. Which tasks are to be completed and whether you have the necessary skills to perform them.
19. Whom to report difficulties in carrying out your work.
20. What are the procedures for dealing with and reporting accidental damage.
21. Why equipment, materials and/or machinery should be kept clean, safe and secure when they are returned from work and where they should be stored.
22. What are the procedures for obtaining replacement and/or additional equipment and materials.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69102**Clean and maintain internal surfaces and areas**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct cleaning duties in a routine, low-risk working environment. This involves selecting the most appropriate cleaning equipment for the job and dealing with spillages and accidents.

Candidates must conduct cleaning tasks in the most efficient order to avoid contamination of other areas including those that were previously cleaned.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------|--|
| 1. Prepare for cleaning | <ul style="list-style-type: none"> 1.1 Premises are entered and exited in accordance with workplace instructions and organizational procedures. 1.2 Appropriate attire, deportment and personal hygiene are maintained throughout the cleaning process in accordance with organizational procedures. 1.3 Area to be cleaned is inspected to determine required cleaning, taking into account different surfaces and ensuring all surfaces are accessible to perform adequate cleaning. 1.4 Safety barriers and warning signage are erected to inform customers and staff that cleaning activities are taking place and when the area will be free for use again. 1.5 Lost property or unattended items are dealt with in accordance with client and organizational procedures. 1.6 Appropriate equipment and materials for each cleaning task are selected taking relevant factors into account. 1.7 Unavailable equipment and materials are reported to relevant persons and suitable alternatives selected. |
|-------------------------|--|

- 1.8 Appropriate **personal protective equipment (PPE)** is selected and correctly worn.
 - 1.9 Cleaning duties are planned in a sequence that avoids re-soiling clean areas and surfaces.
 - 1.10 Work area is checked for adequate ventilation for comfort and to aid the drying processes.
2. Carry out cleaning duties
- 2.1 Loose dirt, debris and detritus are removed before other cleaning duties are commenced.
 - 2.2 Cleaning is conducted using the correct methods for the work area, type of soiling and surface.
 - 2.3 Cleaning is conducted in a sequence that avoids re-soiling clean areas and surfaces.
 - 2.4 Cleaning is conducted in a manner that avoids unnecessary obstruction, disturbance or nuisance to others.
 - 2.5 **Cleaning methods** are adapted to the available equipment and materials and any problems identified.
 - 2.6 Difficulties carrying out own work or any additional work outside own area of responsibility are identified and reported to **relevant persons** in accordance with organizational procedures.
 - 2.7 Spillages are cleaned using **equipment, materials** and **cleaning methods** that are appropriate to the surface and type of spillage.
 - 2.8 Accidental damage caused when carrying out cleaning is reported to **relevant persons**.
 - 2.9 **Supplies and consumables** are replenished where necessary.
 - 2.10 Work area is checked to ensure it is clean and dry and that all equipment has been removed.
 - 2.11 Work area is left clean and dry and confirmation obtained from **relevant persons** that all procedures have been fully met.

RANGE STATEMENT

All range statements must be assessed:

A. Equipment and materials:

- (i) Hand tools
- (ii) Power tools
- (iii) Personal protective equipment
- (iv) Cleaning chemicals
- (v) Soaps and sanitizers
- (vi) Paper towels
- (vii) Garbage disposal bags
- (viii) Cloths and towels
- (ix) Containers
- (x) Access equipment (e.g. ladders, scaffolding, lifts)
- (xi) Signage

B. Relevant factors:

- (i) Manufacturers' instructions
- (ii) Risk
- (iii) Efficiency
- (iv) Access
- (v) Time
- (vi) Surface and type of soiling

C. Relevant persons:

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

D. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Hair coverings (hairnets, head wraps, beard guards)
- (vii) Earplugs and ear muffs
- (viii) High-visibility vests and clothing
- (ix) Respirators

E. Cleaning methods:

- (i) Mopping
- (ii) Vacuuming
- (iii) Steaming
- (iv) Shampooing

F. Supplies and consumables:

- (i) Disinfectants
- (ii) Air fresheners
- (iii) Shoe guards
- (iv) Shampoos
- (v) Tissue paper

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What checks are required to work on the premises.
2. What are the instructions and procedures for entering and leaving the workplace and why these should be followed.
3. What are the levels of personal hygiene required by your workplace and why it is important to maintain them.
4. Which tasks are to be completed and whether you have the necessary skills to perform them.
5. How factors such as manufacturers' instructions, risk, efficiency, access, time, surface and type of soiling can influence the cleaning method to be used.
6. How to inspect a work area to decide what cleaning is required and the best way of carrying this out.
7. What personal protective equipment is required for the work area, equipment, materials and chemicals used.
8. Why it is important to wear personal protective equipment when required and for others to see you wearing it.
9. What are the work schedules and why you should adhere to them.
10. What is the correct sequence for cleaning the work area.
11. Which methods and materials are most effective on the surface and soiling to be cleaned and what are the alternatives.
12. Why different equipment should be used for different cleaning tasks and the reasons for colour-coding.
13. How to clean the surfaces without causing injury or damage.
14. What is the time allowed for completing the work.
15. What are the expected results from each cleaning operation.
17. What are the consequences of using incorrect or unsuitable materials and/or not following the manufacturers' instructions.
18. How to change the cleaning method to suit the type of soiling, surface and the different methods available.
19. How to identify the signs of pest infestation and the corrective action to deal with it.

20. What are the cleaning methods and techniques that may cause nuisance to the public/clients and how to avoid this (e.g. by changing the timing/sequence of cleaning operations)
21. Why it is important to continually check the quality of your own work.
22. How to identify and deal with tasks that are outside your area of skill or responsibility.
23. What are the procedures for dealing with and reporting accidental damage.
24. Why returned equipment and materials should be kept clean, safe and secure and where they should be stored.
25. What are the procedures for organizing replacement and/or extra resources.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69202**Clean confined spaces**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain standards of cleanliness in confined spaces.

Candidates are expected to demonstrate vigilance against possible hazards and risks that may arise during work activity while taking precautions to prevent access by the public and other unauthorized personnel.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--------------------------------------|-----|---|
| 1. | Conduct cleaning in a confined space | 1.1 | Risks to health and safety are identified prior to carrying out cleaning duties and reported to relevant persons . |
| | | 1.2 | Available work space is checked to determine how cleaning activities will be restricted. |
| | | 1.3 | Equipment is prepared and checked to ensure it is in working order and electrical equipment fully charged before entering work site. |
| | | 1.4 | Authorization for access to work site and relevant health and safety information are obtained where possible from relevant persons . |
| | | 1.5 | Confirmation is obtained from relevant persons that atmospheric conditions have been checked and are safe before entering the work site. |
| | | 1.6 | Work area is entered in accordance with workplace instructions and organizational procedures. |
| | | 1.7 | Access to work area is controlled before cleaning commences in accordance with instructions and organizational structures. |

- 1.9 The nature of the soiling that must be cleaned is clarified with the **relevant persons** before cleaning commences.
- 1.10 Advice is sought from **relevant persons** when asked to clean environments where there is a specific risk of infection or contamination to which you would not routinely be exposed.
- 1.11 Appropriate **personal protective equipment (PPE)** is selected and correctly worn.
- 1.12 Cleaning is conducted in accordance with instructions from supervisor and organizational procedures.
2. Follow safe working practices in the confined space
 - 2.1 **Risks** which arise during working are adequately controlled and remedied through immediate action.
 - 2.2 Emergency exit procedures are initiated immediately in the event of an emergency.
 - 2.3 Waste is cleared from confined space and disposed of in accordance with organizational procedures.
 - 2.4 Accidental damage or disruption to confined space caused through cleaning processes is reported in accordance with organizational procedures.
 - 2.5 Documentation is completed accurately and promptly upon completion of cleaning duties in accordance with organizational procedures.
 - 2.6 Reusable **personal protective equipment** is inspected for damage, deterioration and contamination after removal and arrangements for replacement made where necessary.

- 2.7 **Personal protective equipment** is cleaned and stored or disposed of in accordance with organizational procedures.
- 2.8 Work area is closed down and checked to ensure it is safe after cleaning duties are finished.
- 2.9 Confirmation is obtained that all procedures have been fully completed before collecting personal items from storage.
- 2.10 Work area is vacated in accordance with instructions and organizational procedures.
- 2.11 Required documentation and reports are completed and filed in the designated place or submitted to **relevant persons**.

RANGE STATEMENT

All range statements must be assessed:

A. Risks:

- (i) Dust
- (ii) Claustrophobia
- (iii) Inadequate ventilation
- (iv) Heat
- (v) Noise
- (vi) Damage to equipment

B. Relevant persons:

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

C. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Overalls
- (v) Ear plugs and ear muffs
- (vii) Respirators

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How atmospheric conditions can affect the work you are able to do and why it is important to ensure they have been checked.
2. Why it is important to check the nature of the soiling and what is the level of skill required to deal with it.
3. Why and from whom advice should be sought about cleaning spaces that may pose a specific risk.
4. What are the risks associated with cleaning confined spaces and how these can be identified.
5. What are the procedures for maintaining communication with the supervisor or workplace and why it is important to confirm such procedures before starting work.
6. What personal protective equipment is required for the cleaning you are undertaking and the confined space in which you are working.
7. Why it is important to have functioning cleaning equipment before entering the confined space, how to check it and to whom you should report any problems.
8. What are the workplace procedures for entering the confined space and depositing personal items in storage and leaving the confined space and retrieving your personal items.
9. What are the workplace procedures for conducting cleaning in confined spaces.
10. What are the instructions and procedures for carrying out the cleaning processes.
11. What are the procedures for controlling access to the confined space and why it is important for these procedures to be followed.
12. What are the procedures for exiting the confined space in the event of an emergency.
13. What are the organizational procedures for monitoring conditions in the confined space.
14. What is the correct action to take to deal with risks that arise during working.
15. Who is responsible for checking your work.
16. Who is responsible for removing waste from the confined space.
17. What are the organizational procedures for reporting accidental damage.
18. How to inspect the personal protective equipment you have used and when disposable equipment should be replaced.

19. What are the organizational procedures for disposing of waste and for disposing or storing personal protective equipment.
20. What are the organizational procedures for closing down and making the work area safe on completion of cleaning.
21. How to complete the necessary documentation when cleaning tasks are finished.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69302

Clean washrooms and replenish supplies

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to clean washrooms and replace supplies of consumables. Candidates should follow procedures for entering the washroom, selecting appropriate equipment and cleaning agents that will be used and check work after cleaning duties are completed.

It is important that candidates maintain high levels of personal hygiene and follow procedures to reduce risks to personal health and safety and prevent cross contamination of other work areas.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---------------------------------|-----|---|
| 1. | Carry out cleaning of washrooms | 1.1 | Personal hygiene is maintained throughout the cleaning process in accordance with organizational requirements. |
| | | 1.2 | Appropriate personal protective equipment (PPE) is selected and correctly worn. |
| | | 1.3 | Washrooms are entered in accordance with workplace instructions and organizational procedures. |
| | | 1.4 | Area is checked to ensure adequate ventilation when cleaning. |
| | | 1.5 | Correct colour coded equipment and cloths for the area being cleaned are selected and used in accordance with organizational procedures. |
| | | 1.6 | Cloths designated for cleaning toilets are used and stored separately from other cleaning cloths to avoid cross contamination in accordance with organizational procedures. |
| | | 1.7 | Loose dust, hair and debris are removed from surfaces, fixtures and fittings before cleaning. |

- 1.8 Cleaning agents are diluted and applied in accordance with manufacturers' instructions.
 - 1.9 Surfaces are cleaned methodically, without over-wetting.
 - 1.10 Washroom fixtures and fittings cleaned in an order that is least likely to spread infection or contamination and left clean and free of smears.
 - 1.11 Washroom surfaces are checked on completion of cleaning to ensure they are dry and do not present a slip hazard.
 - 1.12 Waste outlets and overflows are left free of dirt, hair and debris.
2. Replenish supplies and reinstate work area
- 2.1 Dispensers and containers are checked to determine levels of consumables.
 - 2.2 Consumables are refilled or replaced in accordance with manufacturers' instructions and organizational procedures.
 - 2.3 Waste is removed appropriately, slurry disposed of and solid waste taken to correct collection point in accordance with organizational procedures.
 - 2.4 Washroom area is checked to ensure the correct amounts of consumables when cleaning is finished.
 - 2.5 Faults and problems are reported to **relevant persons** upon completion of cleaning duties.
 - 2.6 **Cleaning equipment** is checked to ensure it is clean and in good working order after cleaning is finished and appropriate action taken to deal with items that are not.
 - 2.7 Items removed during cleaning are returned to their respective places.

- 2.8 **Personal protective equipment (PPE)** is stored or disposed of in accordance with organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Overalls
- (v) Hair coverings (hairnets, head wraps, beard guards)
- (vi) Respirators

B. Cleaning Equipment:

- (i) Trash containers
- (ii) Cleaning carts
- (iii) Mops and mop bucket
- (iv) Brooms and dust pans
- (v) Dusters
- (vi) Disposable bags
- (vii) Spray bottles
- (viii) Scrubbing brushes
- (ix) Electrical equipment (e.g. floor buffer/scrubber, vacuum, pressure washer)

C. Relevant persons:

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the levels of personal hygiene required by the organization and why it is important to maintain personal hygiene when conducting cleaning tasks.
2. Why it is important to wear personal protective equipment when cleaning washrooms and the risks of not doing so.
3. What are the organizational procedures for entering and leaving washrooms and why these should be followed.
4. Why there should be adequate ventilation in the work area and the risks of inadequate ventilation.
5. What is the most suitable equipment for the cleaning task and why it is important to use the appropriately colour-coded equipment.
6. Why loose dust, hair and debris should be removed before cleaning surfaces, fixtures and fittings.
7. What are the most suitable cleaning agents to use and why it is important to follow manufacturer's instructions for diluting and applying them.
8. Why surfaces should not be over-wetted.
9. What is the most appropriate order in which to clean washroom fixtures and fittings so as to avoid cross contamination or risk of infection.
10. Why surfaces should be dry on completion of cleaning and what are the risks of not ensuring surfaces are dry.
11. Why it is important to ensure that waste outlets and overflows are free from dirt, hair and debris and where these can be found.
12. What are the consumables that should be replenished and why it is important to follow the manufacturers' instructions when doing so.
13. Where consumables can be found and what are the correct procedures for organizing replacement or additional supplies.
14. What are the organizational procedures for disposing of waste and why these should be followed.
15. Where the holding areas for the collection of waste are located.

16. What are the correct procedures for reporting faults or problems and why these should be followed.
17. Where the correct place for the storage of cleaning equipment and materials is located.
18. Why used personal protective equipment should be removed or replaced upon leaving the sanitary area.
19. What are the organizational procedures for dealing with used personal protective equipment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69402**Clean high-risk areas**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain high levels of cleanliness in environments where there is a high risk of infection or contamination to self, others or the environment.

In reducing these risks, it is critical that candidates demonstrate high levels of personal hygiene and the ability to adhere to specific work environment procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Conduct cleaning in a high-risk area | <p>1.1 Work order, special instructions, standards and cleaning specifications for cleaning high risk areas are obtained from supervisor.</p> <p>1.2 High-risk areas are entered in accordance with workplace instructions and organizational procedures.</p> <p>1.3 Personal conditions that may cause infection or contamination of the high risk area are reported to relevant persons.</p> <p>1.4 Appropriate signage for work being conducted is correctly displayed before cleaning starts.</p> <p>1.5 Communication is maintained with workplace in accordance with organizational requirements.</p> <p>1.6 Personal effects such as jewellery are removed and stored in an approved place.</p> <p>1.7 Appropriate personal cleaning facilities and protective clothing are used during cleaning in accordance with organizational procedures.</p> <p>1.8 Equipment and tools are checked to ensure they are not damaged and are suitable for the cleaning activity and work area.</p> |
|---|--|

- 1.9 Broken cleaning equipment is dealt with in accordance with organizational procedures.
 - 1.10 Cleaning is conducted in accordance with instructions from supervisor and organizational procedures.
 - 1.11 Workplace is checked before and after cleaning to ensure it is clear of any equipment, tools and materials that are not required.
2. Prevent the spread of infection and contamination
- 2.1 Hand washing is performed regularly to prevent the spread of infection or contamination of the high-risk area in accordance with organizational procedures.
 - 2.2 Personal hygiene is maintained throughout the cleaning process in accordance with organisational requirements.
 - 2.3 Advice is sought from **relevant persons** when asked to clean environments where there is a specific risk of infection or contamination to which you would not routinely be exposed.
 - 2.4 Soiled or damaged items of furniture and/or equipment are identified, reported to **relevant persons** and checked to ensure they are clean before removal and reinstatement.
 - 2.5 The nature of the soiling that must be cleaned is clarified with **relevant persons** before cleaning is commenced.
 - 2.6 High-risk area is cleared of waste and the waste disposed of in accordance with organizational procedures.
 - 2.7 Accidental damage or disruption to high-risk areas caused through cleaning processes is reported to **relevant persons** in accordance with organizational procedures.

- 2.8 Signage is removed after completion of work and returned to the appropriate storage area in a clean condition.
- 2.9 **Personal protective equipment (PPE)** is removed and checked for damage, deterioration and contamination and arrangements made for replacement, cleaning or disposal where necessary.
- 2.10 **Personal protective equipment (PPE)** is stored or disposed of in accordance with organizational procedures.
- 2.11 Work area is checked to ensure work is completed and that all procedures have been fully covered before personal effects are collected from storage.
- 2.12 Work area is vacated in accordance with instructions and organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Work order:

- (i) Points of access to and egress from work site
- (ii) Timing of access to work site
- (iii) Budget allocations
- (iv) Completion times and dates
- (v) Job requirements and specific tasks
- (vi) OHS requirements and emergency response procedures
- (vii) Required equipment and materials
- (viii) Client requirements for dress, deportment and conduct
- (ix) Work schedules
- (x) Work site contact persons
- (xi) Industry specific work site requirements

B. Relevant Persons:

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

C. Personal cleaning facilities:

- (i) Shower stall
- (ii) Sink

D. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Hair coverings (hairnets, head wraps, beard guards)
- (vii) Ear plugs and ear muffs
- (viii) High-visibility vests and clothing
- (ix) Respirators
- (x) Helmets

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the workplace procedures for entering, leaving and cleaning high risk areas.
2. How to identify and assess high risks.
3. What signage should be displayed for cleaning the area in which you are working and where it can be found.
4. What are the different cleaning agents and chemicals required for the area in which you are working and what is the correct level of dilution.
5. Where to access the facilities for conducting cleaning (e.g. water and drainage).
6. What are the procedures for maintaining communication with your immediate supervisor and why it is important to confirm such procedures before starting work.
7. Why it is important to remove personal effects such as jewellery when conducting cleaning in a high risk area.
8. What are the personal conditions that may restrict cleaning duties (e.g. colds, open cuts), why it is important to report these and to whom these should be reported.
9. How to select appropriate personal protective equipment for cleaning and how these should be worn.
10. Why it is important to have functioning cleaning equipment and to whom problems should be reported.
11. What equipment, tools and machinery should be cleared from the workplace before and after cleaning.
12. Why regular and effective hand washing is important and what facilities are available to do so in a high risk area.
13. What are the risks that may be encountered in a high-risk area that you would not necessarily be exposed to in routine cleaning.
14. Why and from whom you should seek advice about cleaning environments that may pose specific risks.
15. What are the potential risks that damaged items of furniture or equipment may pose in high-risk areas, why and to whom these should be reported.
16. What are the types of surface and soiling that require cleaning and how to identify them.

17. What are the workplace procedures for reporting any soiling that cannot be identified.
18. Who is responsible for checking your work.
19. Who is responsible for removing waste from the high-risk area and how regularly this is carried out.
20. What are the workplace instructions, procedures and any guidelines for reporting accidental damage.
21. When to remove signage from the work area and where it should be stored.
22. How to inspect personal protective equipment that has been used and when equipment should be replaced or cleaned.
23. What are the procedures for disposing of waste and disposing of, or storing and cleaning personal protective equipment.
24. What are the workplace procedures for leaving the high-risk area and retrieving personal items.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69502**Clean food areas**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct routine cleaning in food areas including kitchens, food service areas, food manufacturing, production and retail premises.

Food preparation, production and retail areas pose a high risk to public health if not cleaned correctly. High standards of personal (especially hand) hygiene should be observed and maintained throughout the cleaning process. It is important to follow the cleaning specifications in clients' food safety management procedures.

The unit also deals with the cleaning of in-place equipment and as a result, candidates are expected to take correct precautions with regard to personal protective equipment and the handling and safe isolation of food production equipment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------|--|
| 1. Prepare to clean food areas | <p>1.1 Work order, special instructions, standards, and cleaning specifications in clients' food safety management procedures for cleaning are obtained from supervisor.</p> <p>1.2 Personal effects are removed and stored in an approved place.</p> <p>1.3 Appropriate personal protective equipment (PPE) is selected and correctly worn.</p> <p>1.4 Personal hygiene standards are maintained throughout the cleaning process in a manner that meets the standard required by the clients' food safety management procedures and organizational requirements.</p> <p>1.5 Health conditions that pose a hygiene risk are reported to the relevant persons.</p> |
|--------------------------------|--|

2. Clean food areas
 - 2.1 Items in the cleaning area (including food) are moved and protected in accordance with the cleaning specification and organizational procedures.
 - 2.2 **Cleaning equipment** suitable for the specific cleaning operation is checked for safety and to ensure it bears the correct colour coding or designation.
 - 2.3 **Cleaning equipment** is used in accordance with cleaning specifications and organizational practices.
 - 2.4 Faulty or damaged **cleaning equipment** is separated, clearly labelled and reported to **relevant persons**.
 - 2.5 Food production plant, equipment and materials are prepared for cleaning in accordance with the cleaning specification.
 - 2.6 Food equipment power supplies are isolated and isolation points protected against accidental switching on, whenever necessary.
 - 2.7 Cleaning is conducted in a manner that avoids causing damage to in-place plant and equipment.
 - 2.8 Work area is checked to ensure adequate ventilation and that surfaces are free from chemicals before starting to de-scale food production equipment.
 - 2.9 Relevant hard surfaces are de-scaled and cleaned using methods that are in line with equipment manufacturers' instructions, cleaning specifications and organizational procedures.
 - 2.10 Cleaning is carried out in accordance with the clients' food safety management procedures, cleaning specifications, instructions and organizational procedures.

3. Reinststate work area
 - 3.1 Cases of **pest infestation** are identified, reported to **relevant persons** and corrective measures taken to remove evidence of the infestation in accordance with organizational procedures.
 - 3.2 Area is cleaned thoroughly and as frequently as necessary until infestation has been eradicated.
 - 3.3 Utensils, small appliances and food items moved during cleaning are put back in their respective places.
 - 3.4 Work area and equipment are left free of deposits, cleaning residues and foreign objects.
 - 3.5 Waste and slurry are disposed of in accordance with the clients' food safety management procedures, relevant environmental standards and organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Work order

- (i) Points of access to and egress from work site
- (ii) Timing of access to work site
- (iii) Budget allocations
- (iv) Completion times and dates
- (v) Job requirements and specific tasks
- (vi) OHS requirements and emergency response procedures
- (vii) Required equipment and materials
- (viii) Client requirements for dress, deportment and conduct
- (ix) Work schedules
- (x) Work site contact persons
- (xi) Industry specific work site requirements
- (xii) Colour codes and designations for equipment

B. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Hair coverings (hairnets, head wraps, beard guards)
- (vii) Earplugs and ear muffs
- (viii) High-visibility vests and clothing
- (ix) Respirators
- (x) Helmets

D. Relevant persons:

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

E. Cleaning equipment*Manual Equipment*

- (i) Trash containers
- (ii) Cleaning carts
- (iii) Mops and mop bucket
- (iv) Brooms
- (v) Dusters
- (vi) Disposable bags
- (vii) Spray bottles

Electrical Equipment

- (i) Dry/wet vacuum machine
- (ii) Floor buffer
- (iii) Steam cleaner
- (iv) Carpet extractor
- (v) Pressure washer

G. Pest infestations

- (i) Rats/mice
- (ii) Cockroaches
- (iii) Ants
- (iv) Birds

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the specific health risks associated with food areas.
2. What are clients' cleaning specifications and from whom these can be obtained.
3. What is the personal hygiene standard required for the food area in which you are working, how to maintain it and why this is important.
4. Why health conditions such as skin disorders, open sores, diarrhoea etc. must be reported to relevant persons.
5. Why food items must either be moved or protected during cleaning operations, what are the correct methods of doing so and what are the consequences of not doing this correctly.
6. What is the range of cleaning equipment specified and how to check that it is safe to use.
7. Which cleaning agents are suitable for the surfaces you are cleaning and what damage can be caused by using incorrect agents.
8. How to recognize and label faulty or damaged food production equipment and why this should be reported.
9. How to safely isolate powered food production equipment and why this must be done before cleaning.
10. How to ventilate food production area and why this is important.
11. How to check for chemical residues where chemicals have been used.
12. What are the correct methods for de-scaling and cleaning food production equipment and how they can be applied safely.
13. How to monitor the cleaning being undertaken and why it is important to maintain standards according to clients' food safety management procedures.
14. What are the main types of pest infestations common to food production areas, how to identify them and what corrective action can be taken to deal with them.
16. What are the correct procedures for re-assembly of food production equipment and why it is important to check that all parts are clean before reassembling.
17. Why it is important to place items back in their original positions after cleaning.
18. Why surfaces and vents should be left dry on completion of cleaning.
19. What are the correct procedures for disposing of waste and slurry.

20. Why and how to clean equipment being used and where and how it should be stored.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69602**Deep clean equipment and surfaces**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct specialized, non-routine equipment and surface cleaning which may involve the use of specialist equipment, chemicals and treatments.

Candidates must be vigilant of the risks that may occur from exposure to cleaning agents and treatments.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|-----------------------|-----|---|
| 1. | Prepare the work area | 1.1 | Work order , special instructions, standards and client's cleaning specifications for deep cleaning are obtained from supervisor. |
| | | 1.2 | Personal hygiene is maintained throughout the cleaning process in accordance with organizational requirements. |
| | | 1.3 | Personal effects that may harbour micro-organisms or damaged by exposure to cleaning treatments are removed. |
| | | 1.4 | Appropriate personal protective equipment (PPE) is selected and correctly worn. |
| | | 1.5 | Correct equipment and work areas to be cleaned are identified and the most effective and economical treatment selected in accordance with work order and relevant policies and legislation . |
| | | 1.6 | Equipment/surface to be deep cleaned is examined to ensure suitability for the planned treatment, given the nature of the material and the type, location and amount of soiling. |
| | | 1.8 | Damaged or deteriorating surfaces or those in need of restoration and damaged food equipment are identified and reported in accordance with organizational procedures. |

- 1.9 Unidentifiable soils, surfaces that may be damaged by deep cleaning and substances that pose a risk to health are immediately reported to the supervisor.
 - 1.10 Factors that will affect how the surface is to be cleaned are investigated and noted.
 - 1.11 Electrical or gas supplies are isolated, supply lines purged and isolation points protected against accidental switching on before deep cleaning.
 - 1.13 Area is checked for adequate ventilation for comfort and to aid the drying processes.
2. Treat the work area
- 2.1 Cleaning is monitored according to organizational procedures and food management procedures where applicable.
 - 2.2 Correct authorization to use any deep-cleaning equipment is obtained from relevant persons before beginning work.
 - 2.3 **Cleaning equipment** is checked to ensure safe working order and any faults identified and reported to relevant persons.
 - 2.4 Superficial dust and debris are removed before commencing deep clean.
 - 2.5 Ground in soil and set stains are softened before attempting removal procedures.
 - 2.6 Test cleans are carried out for colour-fastness, shrinkage and soil removal efficacy in an area where marks are least likely to be noticed.
 - 2.7 Own current health and safety instructions are checked with workplace procedure to protect self and others while cleaning.
 - 2.8 **Treatments** are applied safely in accordance with manufacturers' specification and instructions without over-wetting or damaging the surface.

- 2.9 **Treatments** are applied evenly and methodically and absorbent patches are pre-treated, concentrating the treatment on the most stubborn/ingrained soil or stain.
- 2.10 **Cleaning equipment** is operated safely and efficiently in accordance with manufacturer's instructions and organisational policies.
3. Reinststate the work area
 - 3.1 Treated surfaces are examined for even appearance and to ensure surfaces are free from dirt and excess moisture.
 - 3.2 Stains or soils that could not be removed are reported to **relevant persons** and further treatment applied where appropriate in accordance with instructions.
 - 3.3 Treated surfaces are rinsed where appropriate, taking care not to affect surrounding areas.
 - 3.4 **Protective treatments and coatings** are applied where appropriate in accordance with work order and organisational procedures.
 - 3.5 All items removed during cleaning are put back in their respective places, protecting furniture and equipment, ensuring no residue remains where wet treatments were used.
 - 3.6 Checks for pest infestation are carried out and identified infestations immediately reported to **relevant persons**.
 - 3.8 Defects or damage caused during cleaning is reported to **relevant persons**.
 - 3.9 Used and unused solutions are disposed of and equipment thoroughly cleaned in accordance with manufacturers' instructions and organizational procedures.
 - 3.10 **Personal protective equipment (PPE)** is cleaned, stored or disposed of in accordance with organizational guidelines.

RANGE STATEMENT

All range statements must be assessed:

A. Work order

- (i) Points of access to and egress from work site
- (ii) Timing of access to work site
- (iii) Budget allocations
- (iv) Completion times and dates
- (v) Job requirements and specific tasks
- (vi) OHS requirements and emergency response procedures
- (vii) Required equipment and materials
- (viii) Client requirements for dress, deportment and conduct
- (ix) Work schedules
- (x) Work site contact persons
- (xi) Industry specific work site requirements
- (xii) Colour codes and designations for equipment

B. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Face mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Overalls
- (vi) Hair coverings (hairnets, head wraps, beard guards)
- (vii) Ear plugs and ear muffs
- (viii) High-visibility vests and clothing
- (ix) Respirators
- (x) Helmets

C. Relevant policies and legislation

- (i) Organizational policies
- (ii) Health and safety
- (iii) Environmental legislation

E. Cleaning equipment*Manual Equipment*

- (i) Scrubbing brushes
- (ii) Cleaning cloths
- (iii) Mops and mop bucket

- (iv) Spray bottles

Electrical Equipment

- (i) Dry/wet vacuum machine
- (ii) Floor buffer
- (iii) Steam cleaner
- (iv) Pressure washer

F. Treatments:

- (i) Heavy-duty degreasers
- (ii) Dewaxing agents
- (iii) Tar and glue removers
- (iv) Acid cleaners
- (v) Metal detergents
- (vi) Solvent degreasers
- (vii) Anti-microbial agents
- (viii) Odour neutralizers

G. Protective treatments and coatings

- (i) Waxes
- (ii) Polishes
- (iii) Material protectors

H. Relevant persons

- (i) Clients
- (ii) Supervisor
- (iii) Manager
- (iv) Health and safety coordinator
- (v) Person in control of work site

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to have the client's up-to-date cleaning specification and from whom it can be obtained.
2. What are the cleaning specifications that need to be applied to the equipment/work surface and who is responsible for ensuring these are adhered to.
3. What is the level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene.
4. Why it is necessary to remove personal items and where they should be stored during cleaning.
5. How to identify and assess the work area and its contents for required cleaning.
6. How factors such as type, position, form and amount of soiling may influence the type of cleaning required.
7. What are the available methods of treatment and which ones are the most effective and economical to use.
8. How to assess whether the equipment/surface is suitable for the planned treatment and what factors to take into account.
9. Why it is important to report damage or deteriorating surfaces and what effects applying treatments may have on them.
10. What are the methods for reporting any concerns about the cleaning activity to the supervisor and why this should be done promptly.
11. What are the factors that will affect how a surface is cleaned.
12. How to safely isolate electrical or gas supplies and why you must do this before starting cleaning.
13. How to ventilate the work area.
14. Why there are checks and restrictions in place for the use of deep-cleaning equipment and why these must be adhered to.
15. How to check that equipment is in safe working order before use, what are the circumstances in which equipment may not be used and to whom should problems be reported.
16. Why it is important to remove superficial dust and debris before commencing the deep cleaning process.
17. How to soften ground-in soil and/or stains and why it is necessary to do this.

18. How to identify the most appropriate place to carry out test cleans and why this should be done.
19. What are the organizational health and safety instructions and why these should be checked against workplace procedures.
20. What are the circumstances under which equipment and surfaces should be pre-treated.
21. Why treatments should be applied to surfaces evenly and what are the effects of failing to do so.
22. How long treatments should take to work and what to look for when checking the treated surface and equipment on completion of cleaning.
23. What are the treatments that require rinsing, how rinsing should be performed and the potential consequences of the inadequate removal of residues from food areas.
24. Who to inform about soils or stains that you could not remove.
25. What are the factors to take into account when considering whether to apply more treatment to surfaces.
26. What are the surfaces that require protective treatments and how these should be applied according to manufacturers' instructions.
27. What are the correct locations for items moved before and during the cleaning activity and why it is important to return them to their original location.
28. How to identify signs of pest infestation and to whom this should be reported.
29. How to check that cleaned equipment is functioning correctly and the correct procedures for reporting any problems or damage.
30. What are the correct procedures for disposing of used and/or unused treatments and why these should be followed.
31. What are the correct methods for cleaning equipment and/or machinery used during your work and why it is important to leave them in a clean condition.
32. What is the correct place for storing cleaning treatments, equipment and machinery.
33. How to inspect personal protective equipment (PPE) after use, how it should be cleaned and stored and under what circumstances it should be disposed of.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69702**Maintain safety when working at heights**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to work safely at heights, when cleaning both internal and external areas. It includes the assessment of risks, taking all necessary precautions and adhering to correct organizational procedures. For the purposes of this unit, a height is defined as a place from which a person could be injured by falling, regardless of whether it is above, at, or below ground level.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------------|---|
| 1. Prepare to work at heights | <ul style="list-style-type: none"> 1.1 Workplace operation plans are identified and followed in accordance with surrounding activities and environment, task requirements and organizational procedures. 1.2 Safety hazards are identified and correct procedures followed to minimize risks to self and others. 1.3 Risks of working at heights are assessed with supervisor. 1.4 Appropriate personal protective equipment (PPE) is selected, maintained, properly fitted and correctly used. 1.5 Safety barricades and signage are placed appropriately around the working area. 1.6 Correct attire for working at heights is worn in accordance with organizational procedures. |
| 2. Conduct checks of access equipment | <ul style="list-style-type: none"> 2.1 Required pre-use checks are conducted to ensure access equipment is free from obvious defects before use. 2.2 Checks are made to ensure that ground and floor surfaces are suitable and safe for the deployment of access equipment. |

- 3. Work safely
 - 3.1 Frequent communication is maintained with colleague(s) to ensure personal safety.
 - 3.2 Work areas are left clean, tidy and free of obstructions.
 - 3.3 Height access and **personal protective equipment (PPE)** are stored correctly after use.

RANGE STATEMENT

All range statements must be assessed:

A. Safety Hazards:

- (i) Limited space
- (ii) Other activities taking place within vicinity
- (iii) Weather conditions
- (iv) Wet surfaces
- (v) Vegetation
- (vi) Utilities
- (vii) Uneven surfaces

B. Personal Protective Equipment (PPE):

- (i) Latex/vinyl gloves
- (ii) Dust mask
- (iii) Safety glasses/goggles
- (iv) Back brace
- (v) Safety shoes (where required)
- (vi) Safety helmet
- (vii) Full body harness
- (viii) Overalls (where required)

C. Access equipment:

- (i) Three-step ladder
- (ii) Platform ladder
- (iii) Step stool
- (iv) Scaffolding
- (v) Mechanical lifts

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational policies and procedures relating to controlling risks to health and safety.
2. What is meant by 'working at heights'.
3. What are the organizational policies and procedures for preparing to work and use equipment at heights.
4. What are your own individual responsibilities in maintaining safe working practices and procedures when working at heights.
5. How to assess the risks of working at heights and why this is important.
7. What are the risks associated with working at heights, particularly when carrying or handling objects and how to control these risks.
8. What are the different types of access equipment for working at heights and the limitations of the use of this equipment.
9. Why it is important to regularly inspect access equipment and working platforms.
10. How to inspect the prepared access equipment or working platforms before use.
11. What to do when the supplied access equipment is not suitable for the work required.
12. What types of work surfaces are suitable and safe.
13. How to operate the organization's fall protection equipment.
14. What are the procedures for using, cleaning and storing height access and personal protective equipment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which a candidate should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five levels of competence, from entry level staff (Level 1) through to senior management (Level 5).

Level

2

Glossary of Terms

Level 1 – Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. He/she needs to be competent to assess to national standards in the area under assessment.

Level

2

Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

This is the contact person within each approved centre offering NVQs who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what would be expected in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidelines of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Range Statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria are intended to apply.

Range statements are prescriptive, therefore, each category must be assessed.

Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is *essential* for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Mandatory Units: These are core to a qualification and must to be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional Units: These are units which the candidate can undertake but which are not a requirement to achieve a qualification.

Work-based projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).