

## HOUSEKEEPING – LEVEL 2 – CCA009 02

To achieve the full qualification, candidates must complete nine (9) units in total made up of six (6) mandatory units plus three (3) optional units.

<u>Mandatory Units - Group A (All must be completed)</u>	<u>Unit Numbers</u>
<b>1. Create and maintain effective working relationships</b>	<b>U00106</b>
1.1 Gain the trust and support of colleagues and team members	
1.2 Gain the trust and support of one's immediate manager	
<b>2. Maintain customer care</b>	<b>U00206</b>
2.1 Handle customers	
2.2 Handle customer complaints	
2.3 Handle customer incidents	
<b>3. Maintain a safe and secure working environment</b>	<b>U00306</b>
3.1 Maintain personal health and hygiene	
3.2 Carry out procedures in the event of a fire	
3.3 Deal with the discovery of suspicious items/packages	
3.4 Carry out procedures in the event of an accident	
3.5 Maintain a safe work environment for customers, staff and visitors	
3.6 Maintain a secure work environment for customers, staff and visitors	
<b>4. Service toilet, bathroom and public areas</b>	<b>U12001</b>
4.1 Clean toilet appliances	
4.2 Clean bathroom appliances	
4.3 Clean public areas	
4.4 Replenish guest supplies and accessories	
<b>5. Maintain Housekeeping supplies</b>	<b>U11102</b>
5.1 Receive and check housekeeping supplies	
5.2 Store and issue housekeeping supplies	
<b>6. Handle and store cleaning equipment and materials</b>	<b>U12401</b>
6.1 Handle and store cleaning equipment	
6.2 Handle and store cleaning materials	

## HOUSEKEEPING – LEVEL 2 – CCA009 02

<u>Optional Units - Group B</u>	<u>Unit Numbers</u>
<b>7. Clean and protect hard and semi-hard floor surfaces</b>	<b>U11302</b>
7.1 Remove impacted soil and protective coatings from hard and semi-hard floor surfaces with the aid of machines	
7.2 Provide a burnished finish to hard and semi-hard floor surfaces	
7.3 Apply protective coatings to hard and semi-hard floor surfaces	
<b>8. Clean soft floor coverings and soft furnishings</b>	<b>U11402</b>
8.1 Remove stains from soft floor coverings and soft furnishings	
8.2 Remove impacted soil from soft floor coverings and soft furnishings	
<b>9. Provide laundry services</b>	<b>U11502</b>
9.1 Sort linen	
9.2 Sort clothes	
9.3 Remove stains from linen and clothes	
9.4 Mark and dry linen and clothes	
9.5 Iron linen and clothes	
 <b><u>Optional Units - Group C</u></b>	
<b>10. Clean doors, windows, walls, ceilings and fixtures</b>	<b>U11602</b>
10.1 Clean doors and windows	
10.2 Clean walls	
10.3 Clean ceilings and fixtures	
<b>11. Prepare beds and handle linen and bed coverings</b>	<b>U12101</b>
11.1 Strip beds and handle linen and bed coverings	
11.2 Collect and transport clean linen and bed coverings	
11.3 Prepare beds for guest use	
<b>12. Prepare, maintain and clear function areas</b>	<b>U12301</b>
12.1 Prepare and maintain function areas	
12.2 Clear function areas	

## U00106

## Create and maintain effective working relationships

## Unit Descriptor:

This unit describes the competence required to create and maintain effective working relationships.

- Communicating effectively
- Developing new skills to improve performance
- Problem solving
- Operating within organisational procedures
- Time management

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Gain the trust and support of colleagues and team members | <p>1.1 Communication with <b>colleagues</b> and <b>team members</b> about proposed activities take place at appropriate times and in a manner which encourages open, frank discussion.</p> <p>1.2 Colleagues and team members are sufficiently informed about organisation plans and activities.</p> <p>1.3 Commitments made to colleagues and team members are realistic and honoured.</p> <p>1.4 The manner in which colleagues and team members are treated shows respect for individuals and the need for confidentiality.</p> <p>1.5 Colleagues and team members receive sufficient support to achieve work objectives.</p> <p>1.6 Evaluations of output and behaviour at work are discussed with colleagues and team members promptly and directly.</p> <p>1.7 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.</p> |
|--|---|

2. Gain the trust and support of one's immediate manager
- 1.8 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
  - 2.1 The **immediate manager** receives timely and accurate reports on activities, issues, progress, results and achievements.
  - 2.2 The immediate manager receives clear, accurate and timely information about emerging threats and opportunities.
  - 2.3 The immediate manager is consulted about organisational policies and ways of working at appropriate times.
  - 2.4 **Proposals** for action are realistic, clear and presented at an appropriate time.
  - 2.5 Where there are **disagreements** with the immediate manager, constructive efforts are made to resolve them.
  - 2.6 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.7 All work is carried out in an organized and efficient manner in accordance with organizational procedures

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Gain the trust and support of colleagues and team members****A. Colleagues:**

- (i) persons working at a lower level
- (ii) persons working at a higher level
- (iii) persons working at the same level

**B. Team members:**

- (i) persons with whom individual works to fulfill line responsibilities
- (ii) persons with whom individual works to fulfill functional responsibilities

**Element 2: Gain the trust and support of one's immediate manager****C. Immediate manager:**

- (i) the persons to whom the individual reports
- (ii) the organization or authority to which the person reports

**D. Proposals:**

- (i) oral
- (ii) written

**E. Disagreements:**

- (i) actual
- (ii) potential

**UNDERPINNING KNOWLEDGE AND SKILLS****Working Relationships**

1. Why gaining the trust and support of colleagues and team members are important for effective performance.
2. How to encourage good working relationships and a feeling that colleagues and team members are respected.
3. Why gaining the trust and support of one's immediate manager is important to effective performance.
4. What types of emerging threats and opportunities the manager needs to be informed about and the degree of urgency attached to these.

**Planning**

5. Why commitments to colleagues need to be realistic and why they should be honoured.
6. What types of support colleagues and team members may require to achieve their objectives and how to respond effectively to these needs.

**Communication**

7. How to select appropriate times, methods and styles of consultation according to a range of issues and contexts.
8. What range of issues about which colleagues and team members need to be informed.
9. What range of communication methods is available and how to select methods appropriate to a range of issues and contexts.
10. What types of information concerning colleagues and team members need to be treated confidentially and what procedures need to be followed to achieve this.
11. How to provide feedback in a way which will lead to a constructive outcome.
12. What types of disagreements may occur with the immediate manager and what are the methods of handling these in any appropriate manner.
13. Why the immediate manager needs to be kept informed of activities, progress, results and achievements.
14. How to develop and present proposals in a way, which is realistic, clear and likely to influence the immediate manager's decision-making positively.

15. What range of communication methods can be used to keep the immediate manager informed and how to select an appropriate method according to the range of issues and contexts?

**Organisational Policies and Procedures**

16. What types of organisational policies and way of working the manager needs to be informed about and what the appropriate methods of doing so are.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation and products of work **or** performance evidence to cover all of the performance criteria and a minimum of two (2) items from the range of A and one (1) item from the range of B **and** supplementary evidence in the form of questioning, and/or personal statement and/or witness testimony to cover the rest of the range.
- Totally through performance evidence in the form of observation and products of work **or** performance evidence to cover all of the performance criteria and a minimum of one (1) item from the range of A, one (1) item from the range of B and one (1) item from the range of C **and** supplementary evidence in the form of questioning and/or personal statements and/or witness testimony to cover the rest of the range.
- Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by assessor of how you would gain the trust and support of colleagues and team members.
- Copies of written communication to and from colleagues and team members.
- Observation reports by assessor of how you gain the trust and support of one's immediate manager.
- Copies of written communication to and from one's immediate manager.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you gain trust and support of colleagues and team members.
- A personal statement describing how you gain the trust and support of colleagues and team members in the workplace.



- Witness statements from colleagues, line managers that provide evidence of how you gain trust and support of one's immediate manager.
- A personal statement, describing how you gain the trust and support of one's immediate manager.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

## U00206

## Maintain customer care

## Unit Descriptor:

This unit describes the competence required to effectively maintain customer care.

**The unit describes the essential abilities of:**

- Responding to customer needs and feelings
- Communicating effectively
- Problem solving
- Working with organisational policies/limitations

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                  |   |
|----------------------------------|---|
| 1. Deal with customers           | 1.1 <b>Customers</b> are dealt with in a polite and helpful manner at all times.  |
|                                  | 1.2 Customers' needs and requirements are acted upon without delay.   |
|                                  | 1.3 Accurate information is given in answer to all customers' enquiries or customer is referred to the relevant alternative information source. |
|                                  | 1.4 Information given is within scope of the individual's authority.  |
|                                  | 1.5 Customers' comments are politely acknowledged and passed on where necessary.  |
|                                  | 1.6 <b>Unexpected situations</b> are dealt with effectively and the appropriate person(s) are informed where necessary.                         |
|                                  | 1.7 All work is carried out in an organised and efficient manner in accordance with organisational procedures.                                  |
| 2. Deal with customer complaints | 2.1 Dissatisfied <b>customers</b> are acknowledged immediately and are attended without delay.  |

- 2.2 Customers are dealt with in a polite and helpful manner and at all times.
  - 2.3 Nature of customer complaint is quickly identified and priorities are established.
  - 2.4 Customers are assured that **complaints** will receive immediate attention.
  - 2.5 Complaints which can be resolved within the individual's authority are dealt with immediately.
  - 2.6 Complaints which cannot be resolved within the individual's authority are referred to the appropriate person(s).
  - 2.7 Complaints are reported and dealt with in accordance with organisational procedures.
  - 2.8 Follow up action is taken in a timely manner and in accordance with organisational procedures.
  - 2.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.10 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
3. Handle customer incidents
- 3.1 Nature of customer incident is quickly identified and priorities are established.
  - 3.2 **Customers** are dealt with in a polite and helpful manner at all times.
  - 3.3 Customers are assured that incident will receive immediate attention.
  - 3.4 **Customers' incidents** which can be resolved within the individual's authority are dealt with as soon as possible in a calm manner.
  - 3.5 Customers' incidents which cannot be resolved within the individual's authority are referred to the appropriate authority.

- 3.6 Customers' incidents are dealt with and reported in accordance with organisational and legal requirements.
- 3.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.8 All work is carried out in an organised and efficient manner in accordance with organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Handle customers****A. Customers:** *(also applies to Elements 2 and 3)*

- (i) adults
- (ii) children
- (iii) persons with special needs  
(e.g. visually impaired, hearing impaired, mobility impaired, persons with medical conditions, e.g. diabetic)

**B. Unexpected situations:**

- (i) customers complaints
- (ii) customer incidents

**Element 2: Handle customer complaints****C. Complaints:**

- (i) unusual situations, e.g. weather
- (ii) service related incidents
- (iii) physical facilities

**Element 3: Handle customer incidents****D. Customer incidents:**

- (i) spillage
- (ii) breakage
- (iii) lost property
- (iv) equipment faults
- (v) sudden illness/injury

**E. Report format:**

- (i) written
- (ii) oral

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and safety**

1. Why it is important to comply with health and safety regulations.
2. Where and from whom information on current health and safety regulations can be obtained.

**Customer Care**

3. Why it is important that information given to customers is accurate and disclosable.
4. Why customer comments should be reported to the appropriate person.
5. Why customer complaints should be dealt with without delay.
6. How to source relevant information to deal with customer enquiries.

**Communication**

7. When to seek assistance and when to use own initiative in meetings customer's needs.
8. What the formal and informal methods to satisfy customer needs within the resources available are and when it is appropriate to use them.
9. How to interpret customer feelings through body language, sensitive questioning and observation.
10. What customer complaints should be dealt with without delay.
11. Why it is important to establish priorities when dealing with customer complaints.

**Customer Incidents**

12. Why customer incidents should be dealt with without delay.
13. Why and to whom all customer incidents should be reported.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3, and a minimum of two (2) item from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1- 8 and a minimum of two (2) items from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation **and/or** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by your assessor of how you deal with customers.
- Observation reports by your assessors of how you deal with customer incidents.
- Copies of written communication to and from customers.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessors.
- Witness statements from customers, colleagues, line managers that provide evidence of how you deal with customers.
- Witness statements from customers, colleagues, line managers that provide evidence of how you dealt with customer complaints.
- Witness statements from customers, colleagues, line managers that provide evidence of how you deal with customer incidents.
- A personal statement describing how you deal with customers.
- A personal statement describing how you dealt with customer complaints.
- A personal statement describing how you dealt with customer incidents.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.



## U00306: Maintain a safe and secure working environment

### Unit Descriptor:

This unit describes the competence required to contribute to maintaining a safe and secure working environment.

The unit addresses the essential abilities of:

- Communicating effectively
- Working in a safe and hygienic manner
- Problem solving
- Keeping records
- Operating within organisational procedures
- Meeting legal requirements

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Maintain personal health and hygiene | 1.1 Clean, smart and appropriate clothing is worn.  |
|   | 1.2 Hair is neat and tidy and worn in accordance with organisational requirements.  |
|   | 1.3 Jewellery, perfume and cosmetics are worn in line with organisational requirements.   |
|   | 1.4 Cuts, grazes and wounds are correctly treated by the appropriate person.  |
|   | 1.5 Illness and infections are reported promptly to the appropriate person.   |
|   | 1.6 All work is carried out in accordance with hygiene practices that must be adhered to within the working environment.                                  |
|   | 1.7 All work is carried out in an efficient and organised manner in accordance with appropriate organisational procedures and <b>legal requirements</b> . |

2. Carry out procedures in the event of a fire
  - 2.1 In the event of a **fire**, the alarm is raised immediately.
  - 2.2 **Fire fighting equipment** is correctly used in accordance with manufacturer's instructions and organisation's procedures.
  - 2.3 All safety and emergency signs and notices are adhered to.
  - 2.4 Correct evacuation procedures are followed in a calm, orderly manner and in accordance with organisational procedures.
  - 2.5 Designated assembly points are reached and registration done.
  - 2.6 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 2.7 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
3. Dealing with the discovery of suspicious items/packages
  - 3.1 **Suspicious items and packages** are left untouched.
  - 3.2 Suspicious items and packages are reported in accordance with organisational procedures.
  - 3.3 Correct safety and security procedures are followed in calm and orderly manner and in accordance with organisational procedures.

- 3.4 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.5 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
- 4. Carry out procedures in the event of an accident
  - 4.1 In the event of an **accident, basic first aid** is performed following recommended procedures.
  - 4.2 Assistance from the appropriate **person responsible** for first aid is sought immediately.
  - 4.3 Emergency services are contacted in accordance with organisational procedures.
  - 4.4 **Appropriate action** is taken to ensure safety of injured and uninjured persons.
  - 4.5 Comfort and reassurance are given to injured persons.
  - 4.6 Accidents are reported and documented in accordance with organisational procedures.
  - 4.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 4.8 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.

5. Maintain a safe work environment for customers, staff and visitors
- 5.1 **Hazards and potential hazards** to the safety of customers, staff and visitors are promptly identified and rectified.
  - 5.2 Customers, staff and visitors are made aware of all hazards and potential hazards in accordance the organisaional with procedures.
  - 5.3 Cautionary measures are taken to warn customers, staff and visitors of hazards and potential hazards.
  - 5.4 **Accidents**, damage and non-rectifiable hazards are reported promptly to the appropriate person.
  - 5.5 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 5.6 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
6. Maintain a secure work environment for customers, staff and visitors
- 6.1 Potential **security risks** are identified and reported to the appropriate person in accordance with organisational procedures.
  - 6.2 **Customer and staff areas** are correctly secured against unauthorized access.
  - 6.3 All establishment **storage and security facilities** are secured against unauthorized access.
  - 6.4 Establishment, staff or customer lost property is promptly reported to the appropriate person.
  - 6.5 Suspicious individuals are politely challenged or reported promptly to the appropriate person.

- 6.6 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 6.7 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Maintain personal health and hygiene****A. Legal requirements:**

- (i) current relevant legislation relating to safe and hygienic working practices

**Element 2: Carry out procedures in the event of a fire****B. Fire:**

- (i) all types of fires

**C. Fire Fighting Equipment:**

- (i) fire hose
- (ii) fire blanket
- (iii) foam extinguisher
- (iv) water extinguisher
- (v) sand
- (vi) wet blanket
- (vii) carbon dioxide extinguisher

**D. Regulations:**

- (i) legislation
- (ii) manufacturer
- (iii) supplier

**Element 3: Deal with the discovery of suspicious items/packages****E. Suspicious items and packages:**

- (i) all unattended bags, packages and parcels
- (ii) unusual and unaccounted for deliveries

**F. Regulations:**

- (i) legislation
- (ii) organisational

**Element 4: Carry out procedures in the event of an accident****G. Accidents:** *(also applies to Element 5)*

- (i) all accidents involving injury

**H. Basic first aid application:**

- (i) bandaging
- (ii) cold pack
- (iii) Heimlich manoeuvre

**I. Appropriate action:**

- (i) removing and lifting injured person
- (ii) rendering basic first aid

**J. Responsible person:**

- (i) company nurse
- (ii) safety officer

**K. Regulations:**

- (i) legislation
- (ii) manufacturer
- (iii) organisational

**Element 5: Maintain a safe work environment for customers, staff and visitors****L. Hazards and potential hazards:**

- (i) suspicious items
- (ii) areas and incidents which threaten the safety of customers, staff and visitors

**M. Regulations:**

- (i) current relevant legislation relating to safe and hygienic working practices when maintaining a safe environment for customers, staff and visitors
- (ii) manufacturer
- (iii) supplier

**Element 6: Maintain a secure environment for customers, staff and visitors****N. Security risks:**

- (i) prohibited areas
- (ii) suspicious items
- (iii) unauthorized open entrances/exits
- (iv) missing keys

**O. Customer and staff areas:**

- (i) public facilities
- (ii) public areas
- (iii) work areas
- (iv) staff facilities

**P. Storage and security facilities:**

- (i) storerooms
- (ii) safes
- (iii) cash boxes

**Q. Regulations:**

- (i) current relevant legislation relating to safe and hygienic working practices when maintaining a secure environment for customers, staff and visitors.



**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why it is important to comply with health and safety legislation.
2. Where and from whom information on current health and safety legislation can be obtained.
3. What general hygienic practices must be adhered to in own work environment.
4. Why the correct clothing, footwear and headgear should be worn at all times.
5. Why and to whom illness and infections should be reported.
6. Why it is important to maintain good personal hygiene.
7. What the possible causes are of fire in the working environment.
8. What preventative actions can be taken to minimise risk of fire.
9. What organisational procedures should be followed in the event of fire.
10. Where alarms are located and how to activate them.
11. Why a fire should never be approached unless it is safe to do so.
12. Why suspicious items and packages should be left untouched.
13. Why suspicious items and packages should be reported.
14. What basic first aid should be applied in the event of an accident.
15. Who is the person responsible for first aid.
16. What emergency services are available in the event of an accident and why it is important to contact them.
17. What action should be taken to ensure the safety of the injured and uninjured.
18. What are the organisational procedures for reporting an accident.
19. What cautionary measures can be taken to warn customers, staff and visitors of potential hazards.
20. What the potential hazards are within own working environment.
21. Why suspicious items and packages must not be approached or tampered with.
22. Where first aid equipment and the accident register are located.
23. Why it is important to use correct lifting techniques.
24. What the employee's responsibility is in relation to health and safety regulations.

- 25. Which keys, property and areas should be secured from unauthorised access at all times.
- 26. Why it is essential to be aware of potential security risks.
- 27. Why procedures relating to lost property must be adhered to.

**Communication**

- 28. Why only disclosable information should be given to customers.
- 29. Why it is important to report all unusual/non-routine incidents to the appropriate person.

**EVIDENCE GUIDE****1. Critical Aspects of Evidence**

Performance evidence is also required for performance criteria 2 and 3 of Element 5. 6 showing evidence of dealing with at least one type of **security risk**; working in two types of **customer and staff areas**; and dealing with two types of **storage and security facilities**.

For all other performance criteria and ranges a combination of performance evidence and supplementary evidence for example questioning, witness testimony, case histories can be used to provide evidence.

Underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.

**2. Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Performance evidence** for this unit could include:

- Observation reports from your assessor
- Photographs of yourself at work
- Entries made by you into the organisation's incident book.
- Correspondence written by you drawing attention to health and safety issues.

**Supplementary evidence** for this unit could include:

- Witness testimony from customers and line managers
- Personal statements from yourself describing how you carry out your duties
- Answers to oral or written questions.

**3. Context of Assessment**

Evidence of competence should be demonstrated totally through performance evidence if possible.

Simulation may be used to provide performance evidence for Elements 5.2, 5.3 and 5.4.

At a minimum, performance evidence must be provided to cover performance criteria 1-3 of Element

**U12001****Service toilet, bathroom and public areas**

## Unit Descriptor:

This unit describes the competence required to effectively service toilet, bathroom and public areas.

**The unit describes the essential abilities of:**

- Knowing what cleaning processes are appropriate to the given range of surfaces, toilet appliances and level of soilage
- Knowing what factors influence choice of cleaning equipment and material when cleaning toilet appliances and public areas
- Knowing why manufacturers' instructions should be followed when using cleaning equipment and materials to clean toilet appliances and public areas

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1	Clean toilet appliances	1.1	Guests are dealt with in a polite and helpful manner at all times.
		1.2	<b>Preparation of work area</b> has been correctly carried out ready for cleaning.
		1.3	Inside <b>surfaces of toilet appliances</b> are free from debris and removable marks.
		1.4	Exterior surfaces of toilet appliances are dry and free from dirt, debris and removable marks.
		1.5	Toilet appliances are free from blockages.
		1.6	Correct <b>cleaning equipment</b> and <b>cleaning materials</b> are used in line with manufacturers' instructions.
		1.7	Cleaning equipment is cleaned correctly and stored after use.
		1.8	<b>Unexpected situations</b> are dealt with effectively and the appropriate person(s) are informed where necessary.
		1.9	All work is carried out in an organised and efficient manner in accordance with organisational procedures.

2. Clean bathroom appliances
- 2.1 Guests are dealt with in a polite and helpful manner.
  - 2.2 Preparation of work area has been correctly carried out ready for cleaning.
  - 2.3 **Bathroom appliances, surfaces**, fixtures and fittings are dry and free from dirt debris and removable marks.
  - 2.4 Plugholes and overflows are free from blockages.
  - 2.5 Correct **cleaning equipment** and **cleaning materials** are used in accordance with manufacturer's instructions.
  - 2.6 Guests' personal property is dealt with in accordance with appropriate organisational procedures.
  - 2.7 Cleaning equipment is cleaned and correctly stored after use.
  - 2.8 **Unexpected situations** are dealt with effectively and the appropriate persons are informed where necessary.
  - 2.9 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
3. Clean public areas
- 3.1 Guests are dealt with in a polite and helpful manner at all times.
  - 3.2 **Preparation of work area** has been correctly carried out ready for cleaning.
  - 3.3 Appropriate cleaning tools, supplies and materials are selected and used.
  - 3.4 All relevant safety procedures are observed in carrying out cleaning operations.
  - 3.5 Occupied **public areas** are cleaned without causing discomfort to guests and visitors.

- 
- 3.6 Lost and found items are dealt with in accordance with organisational procedures.
  - 3.7 **Fixtures, equipment** and furnishings are clean, free of dirt, stains, spots, debris and smudges.
  - 3.8 Fixtures, equipment and furnishings are in good repair and arranged as instructed.
  - 3.9 Maintenance requests are expedited.
  - 3.10 Unexpected situations are dealt with effectively and the appropriate persons are informed where necessary.
  - 3.11 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
4. Replenish guest supplies and accessories
- 4.1 Guests are dealt with in a polite and helpful manner at all times.
  - 4.2 **Guest supplies and accessories** are replenished and arranged correctly.
  - 4.3 Guest supplies and accessories are clean and free from damage.
  - 4.4 Stocks of guest supplies and accessories are maintained at the required levels and shortages reported to the appropriate person.
  - 4.5 Waste bins are emptied and left clean and ready for use.
  - 4.6 **Waste** is handled correctly ready for **appropriate dispatch methods**
  - 4.7 **Unexpected situations** are dealt with effectively and the appropriate persons are informed where necessary.
  - 4.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

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**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Clean toilet appliances****A. Preparation of work area :** *(Applies to Element 3 and 4 also)*

- (i) protective clothing worn
- (ii) hazard warning signs used
- (iii) protection of surrounding area

**B. Surfaces:** *(Applies to Element 2 also)*

- (i) plastic
- (ii) ceramic
- (iii) stainless steel

**C. Toilet Appliances:**

- (i) toilets
- (ii) urinal

**D. Regulations:**

- (i) legislation
- (ii) manufacturer
- (iii) supplier

**E. Cleaning equipment:**

- (i) toilet brush
- (ii) cloths (disposable/semi-disposable)

**F. Cleaning materials:**

- (i) neutral detergents – (general purpose cleaners)
- (ii) alkali detergents – (hard surface cleaners)
- (iii) toilet cleaners

**G. Unexpected situations:**

- (i) customer incidents
- (ii) damaged/unserviceable appliances

**Element 2: Clean bathroom appliances****H. Bathroom appliances:**

- (i) basins/bathtubs
- (ii) spa baths
- (iii) showers/showerheads
- (iv) bidets

**I. Cleaning equipment:**

- (i) cloths (disposable/semi disposable)

**J. Cleaning materials:**

- (i) neutral detergents – (general purpose cleaners)
- (ii) alkali detergents – (hard surface cleaners)
- (iii) acid descaler

**Element 3: Clean public areas****K. Public areas include:** *(Applies to Element 4 also)*

- (i) bathrooms
- (ii) offices
- (iii) lounge
- (iv) lobby

**L. Fixtures/equipment:** *(Applies to Element 4 also)*

- (i) ashtrays
- (ii) garbage bins
- (iii) chairs
- (iv) lighting fixtures
- (v) rugs
- (vi) pictures



**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why protective clothing should be worn at all times.
2. Why cleaning equipment used in toilet and bathroom areas should not be used elsewhere.
3. Why cleaning equipment used in public areas should not be used elsewhere.
4. Why cleaning materials should not be mixed.
5. Why cleaning materials should be used at the correct strength.
6. Why manufacturers' instructions should be followed when using cleaning equipment and materials to clean bathroom and toilet appliances.
7. Why manufacturers' instructions should be followed when using cleaning equipment and materials to clean public areas.
8. Why all traces of cleaning materials should be removed from bathroom and toilet appliances and public areas.
9. Why it is important to place hazard warning signs.
10. Why waste should be handled and disposed of correctly.
11. Why it is important to correctly identify waste.

**Customer Care**

12. What factors influence choice of cleaning equipment and materials when cleaning toilet appliances.
13. What cleaning processes are appropriate to the give range of surfaces, toilet appliances and level of soilage.

**Product Knowledge**

14. What factors influence choice of cleaning equipment and materials when cleaning bathroom appliances.
15. What factors influence choice of cleaning equipment and materials when cleaning public areas.
16. What cleaning processes are appropriate to the given range of surfaces, toilets, and bathroom appliances and level of soilage.
17. Why a constant stock of supplies and accessories should be maintained.

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**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or**
- Performance evidence in the form of observation to cover performance criteria 1, 2, 3, 4, 5, 6,7 and a minimum of two (2) items from the range of A, one (1) item from the range of B, one (1) item from the range of C, all items from the range of D and two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 9 and a minimum of two (2) items from the range of A, three (3) items from the range of B, two (2) items from the range of C, two (2) items from the range of D, two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 9 and a minimum of two (2) items from the range of A, two (2) items from the range of B, all items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1, 2, 4, 5 and a minimum of two (2) items from the range of A, all items from the range of B, four (4) items from the range of C, one (1) item from the range of D, two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by your assessors of how you clean toilet, bathroom appliances and public areas.
- Observation reports by your assessors of how you replenish guest supplies and accessories.
- Copies of written communication to and from colleagues and team members.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you can clean toilets bathroom appliances and public areas.
- Witness statements from colleagues, line managers that provide evidence of how you replenish guest supplies and accessories.
- A personal statement describing how you can clean toilets, bathroom appliances and public areas.
- A personal statement describing how you can replenish guest supplies and accessories.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

## U11102

## Maintain housekeeping supplies

## Unit Descriptor:

This unit describes the competence required to effectively maintain housekeeping supplies.

**The unit describes the essential abilities of:**

- Knowing what procedures to follow when discrepancies in deliveries/delivery documentation are identified
- Knowing what procedures to follow to handle and transport goods safely to storage areas

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Receive and check housekeeping supplies | 1.1 | <b>Deliveries</b> received of <b>housekeeping supplies</b> are checked undamaged and where relevant do not exceed <b>'use by'</b> dates. |
|    |   | 1.2 | Deliveries comply with order and delivery documentation.   |
|    |   | 1.3 | Any <b>discrepancies</b> identified with deliveries are accurately reported to the appropriate person.                                   |
|    |   | 1.4 | Delivery documentation is accurately completed.  |
|    |   | 1.5 | Housekeeping supplies remain undamaged during handling and transportation to storage areas.  |
|    |   | 1.6 | Housekeeping supplies are handled safely and transported to storage areas.   |
|    |   | 1.7 | Relevant safety procedures are correctly observed.   |
|    |   | 1.8 | Receiving areas are kept clean tidy and free from rubbish and are secured from unauthorised access.                                      |
|    |   | 1.9 | All tasks outside own area of responsibility are referred to the appropriate person.   |

- 
2. Store and issue housekeeping supplies
- 1.10 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 1.11 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
  - 2.1 **Housekeeping supplies** are stored under correct **storage conditions** in line with manufacturers' instruction.
  - 2.2 Housekeeping supplies are segregated and correctly stored under safe storage conditions.
  - 2.3 Cleaning materials, machinery and equipment are handled safely to minimise risks in line with manufacturers' instructions.
  - 2.4 Correct type and quantity of housekeeping supplies are issued to staff.
  - 2.5 Stock rotation and issuing procedures are followed correctly.
  - 2.6 Accurate and complete records of housekeeping supplies which have been received, stored and issued are maintained.
  - 2.7 Low stocks levels of housekeeping supplies are reported to the appropriate person.
  - 2.8 Storage areas are kept clean, tidy and free from rubbish and signs of pest infestation immediately reported.
  - 2.9 Storage areas are secured from unauthorised access.
  - 2.10 All tasks outside own area of responsibility are referred to the appropriate person.

- 2.11 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
- 2.12 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Receive and check housekeeping supplies****A. Deliveries:**

- (i) from internal suppliers
- (ii) from external suppliers

**B. Housekeeping supplies:**

- (i) machinery
- (ii) cleaning materials
- (iii) guest supplies
- (iv) furnishings
- (v) fittings
- (vi) fixtures
- (vii) linen

**C. Discrepancies:**

- (i) quantity
- (ii) quality specifications

**D. Unexpected situations:**

- (i) failure of suppliers
- (ii) storage area found unsecured

**Element 2: Store and issue housekeeping supplies****E. Housekeeping supplies:**

- (i) machinery
- (ii) cleaning equipment
- (iii) cleaning materials
- (iv) customer supplies
- (v) furnishings
- (vi) fixtures and fittings
- (vii) linen

**F. Storage conditions:**

- (i) lighting
- (ii) ventilation
- (iii) temperature
- (iv) cleanliness

**G. Unexpected situations:**

- (i) storage area found unsecured
- (ii) spillages of cleaning materials



**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why damaged goods should not be accepted.
2. Why it is important to lift heavy or bulk items using approved safe methods.
3. Why it is important to keep receiving areas clean and tidy.
4. Why receiving areas need to be secured from unauthorised access.
5. Why storage conditions are important and what effect they have on housekeeping supplies.
6. What procedures to follow to correctly and safely store goods.
7. Why it is important to store housekeeping supplies under the correct conditions.
8. Why it is important to keep storage areas clean and tidy.
9. Why storage areas need to be secured from unauthorised access.
10. What procedures to follow to secure against pest infestation.

**Procedures**

11. What procedures to follow when discrepancies in deliveries/delivery documentation are identified.
12. What procedures to follow to handle and transport goods safely to storage areas.

**Stock Control**

13. Why a constant stock of housekeeping supplies should be maintained.
14. What the minimum and maximum stock levels are.
15. Why it is important to maintain accurate and complete records of items received, stored and issued.
16. Why correct stock rotation procedures are important.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 4, 5, 6, 7 and a minimum of one (1) item from range A, three (3) items from range **B and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3, 4, 6, 8, 9 and a minimum of two (2) items from range A and three (3) items from range B; extracted evidence to include records of received, stored and issued housekeeping supplies **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by the assessor of how you receive and check housekeeping supplies.
- Observation reports by the assessor of how you store and issue housekeeping supplies.

**Examples of Supplementary Evidence**

- Answers to oral or written question from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you receive and check housekeeping supplies.
- Witness statements from colleagues, line managers that provide evidence of how you store and issue housekeeping supplies.
- A personal statement describing how you receive and check housekeeping supplies.
- A personal statement describing how you store and issue housekeeping supplies.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

**U12401****Handle and store cleaning equipment and materials**

Unit Descriptor:

This unit describes the competence required to handle and store cleaning equipment and materials.

**The unit describes the essential abilities of:**

- How to handle and store cleaning equipment and materials in line with manufacturers' instructions and legal requirements
- How to handle cleaning equipment and materials safely and lift items using approved safe methods

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Handle and store cleaning equipment | <p>1.1 <b>Cleaning equipment</b> is stored in line with manufacturer's instruction and legal requirements.</p> <p>1.2 Cleaning equipment is clean and in good working order.</p> <p>1.3 Cleaning equipment is handled safely and lifted using approved safe methods.</p> <p>1.4 Faulty cleaning equipment is clearly labelled and isolated to prevent use and reported to the appropriate person(s).</p> <p>1.5 Storage areas are kept clean, tidy and free from rubbish and signs of pest infestation are immediately reported to the appropriate person(s).</p> <p>1.6 Storage areas are secured from unauthorised access.</p> <p>1.7 <b>Unexpected situations</b> are dealt with effectively and the appropriate person(s) informed where necessary.</p> <p>1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene <b>regulations</b> and organisational procedures.</p> |
|--|---|

2. Handle and store cleaning materials
- 2.1 **Cleaning materials** are stored in line with manufacturer's instructions and legal requirements.
  - 2.2 Stock rotation procedures are followed and cleaning materials are used in line with date order.
  - 2.3 Cleaning materials are handled with appropriate care and packaging remains undamaged.
  - 2.4 Any spillage of cleaning materials is removed safely at the earliest opportunity and floor surfaces left dry.
  - 2.5 Storage areas are kept clean, tidy and free from rubbish and signs of pest infestation are immediately reported to the appropriate person.
  - 2.6 Storage areas are secured from unauthorised access.
  - 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Handle and store cleaning equipment****A. Cleaning equipment:** *(Applies to Element 2 also)*

- (i) manually operated equipment
- (ii) power operated equipment

**B. Unexpected situations:** *(Applies to Element 2 also)*

- (i) problems with cleaning equipment
- (ii) storage area found unsecured
- (iii) customer incidents

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and safety**

1. Why storage areas should be kept secured from unauthorized access.
2. Why it is important to inspect cleaning equipment regularly.
3. What the approved, safe methods and techniques are for lifting heavy and bulk items and why it is important to use them.
4. Why manufacturer's instructions should be carefully followed in the operation, maintenance, cleaning and storage of equipment.
5. Why manufacturer's instructions should be carefully followed in the storage of cleaning materials.
6. Why is it necessary to deal with spillage of cleaning materials promptly.
7. Why it is important to follow stock rotation procedures when handling and storing cleaning materials.

**Product Knowledge**

8. How to store different types of cleaning equipment when not in use.
9. How to store the different range of cleaning materials when not in use.

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**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3, 5, 6 and a minimum of one (1) item from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3, 5, 6 and a minimum of four (4) items from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by assessor of how you handle and store cleaning equipment.
- Observation reports by the assessor of how you handle and store cleaning materials.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessors.
- Witness statements from colleagues, line managers that provide evidence of how you handle and store cleaning equipment.
- Witness statements from colleagues, line managers that provide evidence of how you handle and store cleaning materials.
- A personal statement describing how you handle and store cleaning equipment.
- A personal statement describing how you handle and store cleaning materials.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.



## U11302

## Clean and protect hard and semi-hard floor surfaces

## Unit Descriptor:

This unit describes the competence required to cleaning and protecting hard and semi-hard floor surfaces.

**The unit describes the essential abilities of:**

- Knowing what factors influences choice of cleaning solutions, machines, accessories and removal process
- Knowing what constitutes a hard floor and a semi-hard floor surface; knowing why manufacturers' instructions should be followed when preparing and applying cleaning solution
- Ensuring that cleaning techniques are appropriate to the cleaning of hard and semi-hard floor surfaces

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Remove impacted soil and protective coating from hard and semi-hard floor surfaces with the aid of machines | 1.1 Work area is prepared for the removal of impacted soil.<br>1.2 Cleaning solution, appropriate to the nature of the impacted soil and the protective coating is prepared and applied according to manufacturer' instructions.<br>1.3 Machine <b>accessories</b> are appropriate for the removal of impacted soil and protective coating, and are attached correctly.<br>1.4 Cleaning operation is carried out systematically and safely.<br>1.5 Floor surface is left free from impacted soil and protective coating, neutralised, dry and smear free.<br>1.6 Residue from the cleaning operation is disposed of according to instructions.<br>1.7 Items removed for safekeeping or convenience are replaced in the correct location. |
|--|--|

- 
- |    |     |   |
|----|-----|---|
|    | 1.8 | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.  |
|    | 1.9 | Work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures. are referred to the appropriate person. |
| 2. |     | Provide a burnished finish to hard and semi-hard floor surfaces   |
|    | 2.1 | Work area is prepared for <b>burnishing</b> .   |
|    | 2.2 | Cleaning solution, appropriate to the floor surface is prepared and applied according to manufacturers' instructions.   |
|    | 2.3 | Machine <b>accessories</b> are appropriate for burnishing and are correctly fitted.   |
|    | 2.4 | Floor surface is burnished to remove marks and achieve the required degree of sheen.  |
|    | 2.5 | Burnished surface is free from loose dust generated by the burnishing process.  |
|    | 2.6 | Items removed for safekeeping or convenience are replaced in the correct location.  |
|    | 2.7 | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.  |
|    | 2.8 | All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.                                     |
| 3. |     | Apply protective coatings to hard and semi-hard floor surfaces  |
|    | 3.1 | Work area is prepared for the application of protective coating.  |
|    | 3.2 | Required number of appropriate <b>protective coatings</b> is applied evenly and systematically to floor surface, in accordance with manufacturers' instructions.                                  |
|    | 3.3 | Floor is left dry and of a uniform appearance.  |

- 3.4 Items are removed for safekeeping or convenience and replaced in the correct location.
- 3.5 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.6 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Remove impacted soil and protective coating from hard and semi-hard floor surfaces with the aid of machines****A. Machines:**

- (i) scrubbing
- (ii) wet suction

**B. Accessories:**

- (i) abrasive pads
- (ii) brushes

**C. Preparation:** (*Applies to Element 2 also*)

- (i) access to work areas
- (ii) protection of surrounding areas
- (iii) selection and checking of machinery
- (iv) equipment and materials
- (v) obstructions to cleaning
- (vi) cautionary measures:
  - verbal warnings
  - warning signs
  - cones
  - cordons
  - protective clothing

**Element 2: Provide a burnished finish to hard and semi-hard floor surfaces****D. Burnishing is achieved by:**

- (i) spray cleaning
- (ii) buffing

**E. Machines:**

- (i) ultra high-speed rotary machines
- (ii) high-speed rotary machines
- (iii) standard speed rotary machines

**F. Accessories:**

- (i) dry plates
- (ii) spray cleaning pads
- (iii) buffing pads
- (iv) brushes

**Element 3: Apply protective coatings to hard and semi-hard floor surfaces****G. Protective coatings:**

- (i) polishes
- (ii) water-based seals

**H. Preparation:**

- (i) access to work area
- (ii) removal of protective coatings
- (iii) neutralising of floor surface
- (iv) selection and checking of machinery
- (v) equipment and materials
- (vi) obstructions to cleaning
- (vii) cautionary measures:
  - verbal warnings
  - warning signs
  - cones
  - cordons
  - protective clothing

**UNDERPINNING KNOWLEDGE AND SKILLS****Product Knowledge**

1. What constitutes a hard floor, a semi-hard floor.
2. What the factors are influencing choice of cleaning solution, machines, accessories and removal process.
3. Why manufacturer's instructions should be followed when preparing and applying cleaning solution.
4. What the reasons are for neutralising floor surface.
5. Why instructions should be followed regarding the disposal of residue.
6. How to operate alternative machines within the range.

**Chemicals**

7. What are the consequences of over burnishing.

**Health and Safety**

8. What are the factors influencing choice of protective coatings, applicators and process used.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 - 5 and a minimum of one (1) item from range A, one (1) item from range B, three (3) items from range C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1-5 and a minimum of one (1) item from range A, one (1) from range B, two (2) items from range C, two (2) items from range D **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3 and a minimum of one (1) item from range A, three (3) items from range B **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by the assessor of how you remove impacted soil and protective coating from hard and semi-hard floor surfaces with the aid of machines.
- Observation reports by the assessor of how you provide a burnished finish to hard and semi-hard floor surfaces.
- Observation reports by your assessor of how you apply protective coatings to hard and semi-hard floor surfaces.

**Examples of Supplementary Evidence**

- Answers to oral or written question from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you remove impacted soil and protective coating from hard and semi-hard floor surfaces with the aid of machines.
- Witness statement from colleagues, line managers that provide evidence of how you provide a burnished finish to hard and semi-hard floor surfaces.
- Witness statements from colleagues, line managers that provide evidence of how you apply protective coatings to hard and semi-hard floor surfaces
- A personal statement describing how you remove impacted soil and protective coating from hard and semi-hard floor surfaces with the aid of machines.
- A personal statement describing how you provide a burnished finish to hard and semi-hard floor surfaces.
- A personal statement describing how you apply protective coatings to hard and semi-hard floor surfaces.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.



## U11402

## Clean soft floor coverings and soft furnishings

## Unit Descriptor:

This unit describes the competence required to cleaning soft floor coverings and soft furnishings.

**The unit describes the essential abilities of:**

- Knowing why it is important to understand the reasons for testing for the colour fastness and possible consequences of failing to test
- Knowing why manufacturers' instructions should be followed when applying stain remover and the possible consequences of not following them
- Knowing what stain removal process to use to avoid damage to surface and surrounding areas

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Remove stains from soft floor coverings and soft furnishings	1.1 Notifiable and unidentifiable <b>stains</b> and damage are reported to the designated persons prior to the commencement of treatment.
	1.2 Colourfastness of area to be cleaned is established.
	1.3 Correct proprietary stain remover is applied according to manufacturers' instructions.
	1.4 Stain removal process is used to avoid damage to surface and surrounding areas.
	1.5 Outcomes of stain removal process are evaluated for effectiveness.
	1.6 Irremovable stains are reported to the designated person.
	1.7 Items removed for safekeeping or convenience are replaced in the correct location.
	1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.

2. Remove impacted soil from soft floor coverings and soft furnishings
- 1.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
  - 2.1 Work area is prepared for the **removal** of impacted soil.
  - 2.2 Colourfastness and shrinkage resistance of area to be cleaned is established.
  - 2.3 Loose dirt and debris is removed prior to the application of cleaning agents.
  - 2.4 Cleaning agent is applied according to manufacturers' instructions.
  - 2.5 Area is left free of soil and excess moisture and is of uniform appearance.
  - 2.6 Items removed for safekeeping or convenience are replaced in the correct location.
  - 2.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Remove stains from soft floor coverings and soft furnishings****A. Stains:**

- (i) food and beverage
- (ii) body emissions
- (iii) biro and ink
- (iv) oil-based and grease-based substances
- (v) chewing gum

**Element 2: Remove impacted soil from soft floor coverings and soft furnishings****B. Removal is by:**

- (i) steam-cleaning
- (ii) shampooing
- (iii) water extraction
- (iv) application of dry cleaning granules
- (v) bonnet mopping – floor coverings only

**C. Soft floor coverings and soft furnishings:**

- (i) natural, synthetic

**D. Preparation:**

- (i) access to work area
- (ii) selection and checking of machinery
- (iii) equipment and materials
- (iv) obstructions to cleaning
- (v) cautionary measures:
  - verbal warnings
  - warning signs
  - cones
  - cordons
  - protective clothing

**UNDERPINNING KNOWLEDGE AND SKILLS****Product Knowledge**

1. What constitutes a notifiable stain.
2. Why it is important to report unidentifiable and notifiable stains and irremovable stains.
3. Why it is important to understand the reasons for testing for the colourfastness and possible consequences of failing to test.
4. Locations where colourfastness tests should and should not be carried out.
5. What are the reasons for testing for colourfastness and shrinkage resistance, and possible consequences of failing to test.
6. Why it is important to understand the locations where colourfastness and shrinkage resistance tests should and should not be carried out.
7. Why it is important to remove loose dust and debris prior to the application of cleaning agent.
8. What are the reasons why manufacturer's instructions should be followed when applying cleaning agent and possible consequences of not following them.
9. What are the factors influencing choice of machinery, equipment, materials and removal process.
10. Why manufacturers' instructions should be followed when applying stain remover, and the possible consequences of not following them.
11. What are the methods of avoiding damage to surface and surrounding area during the stain removal process

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 2, 3, 4 and a minimum of all items from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 - 5 and a minimum of three (3) items from range A, one (1) item from range B and (3) items from range C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by the assessor of how you remove stain from soft floor coverings and soft furnishing.
- Observation reports by the assessor of how you remove impacted soil from soft floor coverings and soft furnishings.

**Examples of Supplementary Evidence**

- Answers to oral or written question from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you remove stains from soft floor coverings and soft furnishings.
- Witness statement from colleagues, line managers that provide evidence of how you remove impacted soil from soft floor coverings and soft furnishings.
- A personal statement describing how you remove stains from soft floor coverings and soft furnishings.
- A personal statement describing how you remove impacted soil from soft floor coverings and soft furnishings.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

**U11502****Provide laundry services**

Unit Descriptor:

This unit describes the competence required to provide laundry services.

**The unit describes the essential abilities of:**

- Knowing how to sort and classify linen and clothes
- Knowing the stain removing solutions, methods and techniques to apply to the appropriate type of stains and fabrics
- Knowing how to correctly identify the nature and type of stains
- Accurately completing documentation and submitting within required time frames

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Sort linen	1.1 Preparation of work area has been carried out ready for cleaning. 1.2 Required documentation is accurately completed and submitted within required time. 1.3 Discrepancies and variations are identified and reported to the appropriate persons in accordance with organisational procedures. 1.4 All <b>linen</b> is sorted and classified as instructed. 1.5 Sorted linen is free of silver ware, garbage or trash and other obstacles. 1.6 Work is carried out in an organised and efficient manner. 1.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary. 1.8 work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
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- |    |                                      |     |   |
|----|--------------------------------------|-----|---|
| 2. | Sort clothes                         | 2.1 | Preparation of work area has been correctly carried out ready for cleaning.   |
|    |                                      | 2.2 | Required documentation is accurately completed and submitted within required time.  |
|    |                                      | 2.3 | Discrepancies and variations are identified and reported to the appropriate persons in accordance with organisational procedures.                             |
|    |                                      | 2.4 | All <b>clothes</b> are sorted and classified as instructed.   |
|    |                                      | 2.5 | Sorted clothes are free of trash, garbage and other obstacles.  |
|    |                                      | 2.6 | Work is carried out in an organised and efficient manner.   |
|    |                                      | 2.7 | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.  |
|    |                                      | 2.8 | All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures. |
| 3. | Remove stains from linen and clothes | 3.1 | Work plan and time allocation are appropriate to the accomplishment of given assignments.   |
|    |                                      | 3.2 | Required <b>documentation</b> is accurately completed and submitted within required time.   |
|    |                                      | 3.3 | Stained <b>fabric</b> is appropriately sorted.  |
|    |                                      | 3.4 | Nature and type of stains are correctly identified.   |
|    |                                      | 3.5 | Colourfastness of area to be cleaned is established.  |
|    |                                      | 3.6 | <b>Stain removing solutions</b> , methods and techniques applied are appropriate to type of stains and <b>fabric</b> .  |



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- |    |                                   |   |
|----|-----------------------------------|---|
|    | 3.7                               | Removable stains are effectively eliminated.  |
|    | 3.8                               | Stain removal process avoided damage to surface and surrounding area.   |
|    | 3.9                               | Fabric with irremovable stains is handled in accordance with given instructions.  |
|    | 3.10                              | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.  |
|    | 3.11                              | All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures. |
| 4. | Mark and repair linen and clothes |   |
|    | 4.1                               | Work plan and time allocation are appropriate to the accomplishment of given assignments.   |
|    | 4.2                               | Required <b>documentation</b> is accurately completed and submitted within required time.   |
|    | 4.3                               | <b>Tools, equipment and supplies</b> selected and used in marking and repairing fabric are in accordance with given instructions.                             |
|    | 4.4                               | Marked fabrics are not torn or frayed.  |
|    | 4.5                               | Repair areas blends with rest of fabric.  |
|    | 4.6                               | Washed and dried linen and clothes are stored in laundry carts or containers.   |
|    | 4.7                               | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.  |
|    | 4.8                               | All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures. |
| 5. | Wash and dry linen and clothes    |   |
|    | 5.1                               | Work plan and time allocation are appropriate to the accomplishment of given assignments.   |

- 5.2 Required documentation is accurately completed and submitted within required time.
  - 5.3 **Linen** and **clothes** are appropriately sorted.
  - 5.4 **Laundry equipments** are operated in accordance with **instructions**.
  - 5.5 Detergents selected are appropriate to type of fabric and used in correct proportions or as instructed.
  - 5.6 Washed and dried linen and clothes are stored in laundry carts or containers.
  - 5.7 Washed linen and clothes are free of soil, discolouration and damage.
  - 5.8 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 5.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
6. Iron linen and clothes
- 6.1 Preparation of work area has been correctly carried out ready for cleaning.
  - 6.2 Required documentation is accurately completed and submitted within required time.
  - 6.3 **Linen and clothes** are appropriately prepared for ironing process making optimum use of feed carts.
  - 6.4 Ironing equipment is operated in accordance with **instructions**.
  - 6.5 Flatwork production ironing equipment is set at appropriate speed and heat.
  - 6.6 All ironed linen and clothes are free of crease and damage.
  - 6.7 All work is carried out in an organised and efficient manner.

- 6.8 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 6.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Sort linen****A. Linen:** *(Applies to Element 5 also)*

- (i) white and coloured blankets
- (ii) sheets
- (iii) pillowcases
- (iv) towels
- (v) tablecloths
- (vi) napkins

**B. Source of linen:** *(Applies to Element 5 also)*

- (i) bedroom
- (ii) dining room
- (iii) kitchen

**C. Linen is sorted by:**

- (i) degree of soil
- (ii) colour
- (iii) type of fabric
- (iv) required cleaning methods

**Element 2: Sort clothes****D. Clothes:** *(Applies to Element 5 also)*

- (i) guests' personal items
- (ii) workers' clothing

**E. Clothes sorted by:**

- (i) degree of soil
- (ii) colour type of fabric
- (iii) required cleaning methods

**Element 3: Remove stains from linen and clothes****F. Stains removed:**

- (i) body emissions
- (ii) ink
- (iii) oil and greased-based substances
- (iv) food and beverage
- (v) chewing gum

**G. Stain removing solutions:**

- (i) bleaching agents – chlorine and non-chlorine

**H. Fabric:**

- (i) natural and synthetic blends

**I. Stain removing methods and techniques:**

- (i) pre-soaking
- (ii) spotting

**J. Documentation:** (*Applies to Element 4 also*)

- (i) production reports

**Element 4: Mark and repair linen and clothes****K. Tools, equipment and supplies:**

- (i) marking machines
- (ii) stamping machines

**L. Method of repair:**

- (i) darning
- (ii) patching
- (iii) stitching

**Element 5: Wash and dry linen and clothes****M. Laundry equipment:**

- (i) washing machine
- (ii) dryers

**N. Equipment and control systems:**

- (i) card control
- (ii) push button control

**O. Instructions:** (*Applies to Element 6 also*)

- (i) manufacturers'
- (ii) organisation
- (iii) supplier

**Element 6: Iron linen and clothes****P. Equipment used:**

- (i) domestic iron
- (ii) flatwork production irons

**Q. Linen and clothes:**

- (i) sheets
- (ii) pillowcases
- (iii) table linen
- (iv) shirts
- (v) pants
- (vi) dresses

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and safety**

1. Why protective clothing should be worn at all times.
2. Why it is important that sorted linen is free of obstacles.
3. Why it is important to check clothes for garbage, and other obstacles.
4. Why manufacturers' instructions should be followed when marking and repairing linen and clothes, and the possible consequences of not following them.
5. What are the methods of avoiding damage to fabric and surrounding area during repair process
6. Why instructions should be followed when using laundry equipment.
7. Why manufacturers' instructions should be followed when using ironing equipment.

**Product Knowledge**

8. Why it is important to carefully sort and classify linen.
9. How to sort and classify different types of clothing.
10. How to identify the various types of stains.
11. Why it is important to understand the reasons for testing the colourfastness and possible consequences of failing to test.
12. Why colourfastness tests should and should not be carried out.
13. Why manufacturers' instructions should be followed when applying stain remover, and the possible consequences of not following them.
14. What are the methods of avoiding damage to fabric and surrounding area during the stain removal process.
15. Which detergent is appropriate to type of fabric.
16. Why detergent should be used in correct proportions.

**Working Practices**

17. Why it is important to accurately complete documentation and submit within required time.

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**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 6 and a minimum of three (3) items from the range of A, two (2) items from the range of B, all items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 5a and a minimum of one (1) item from the range of A, all items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 9 and a minimum of all items from the range of A, all items from the range of B, all items from the range of C, all items from the range of D, all items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 6 and a minimum of one (1) item from the range of A, one (1) item from the range of B, all items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 7 and a minimum of three (3) items from the range of A, one (1) item from the range of B, (2) items from the range of C, two (2) items from the range of D, one (1) item from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 6 and a minimum of one (1) item from the range of A, two (2) items from the range of B **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.



**(2) Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by your assessor of how you sort linen.
- Observation reports by your assessors of how you sort clothes.
- Observation reports by your assessor of how you remove stains from linen and clothes.
- Observation reports by your assessor of how you mark and repair linen and clothes.
- Observation reports by your assessor of how you wash and dry linen and clothes.
- Observation reports by your assessor of how you iron linen and clothes.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you sort linen.
- Witness statements from colleagues, line managers that provide evidence of how you sort clothes.
- Witness statements from colleagues, line managers that provide evidence of how you remove stains from linen and clothes.
- Witness statements from colleagues, line managers that provide evidence of how you mark and repair linen and clothes.
- Witness statements from colleagues, line managers that provide evidence of how you wash and dry linen and clothes.
- Witness statements from colleagues, line managers that provide evidence of how you iron linen and clothes.
- A personal statement describing how you sort linen.
- A personal statement describing how you sort clothes.
- A personal statement describing how you remove stains from linen and clothes.
- A personal statement describing how you mark and repair linen and clothes.
- A personal statement describing how you wash and dry linen and clothes.
- A personal statement describing how you iron linen and clothes.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

**U12201****Clean doors, windows, walls, ceiling, fixtures and fittings**

## Unit Descriptor:

This unit describes the competence required to effectively clean doors, windows, walls, ceilings, fixtures and fittings.

**The unit describes the essential abilities of:**

- Correctly prepare work area ready for cleaning
- Knowing why manufacturers' instructions should be followed when using cleaning equipment/tools
- Knowing what factors influence choice of cleaning materials and equipment/tools

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Clean doors, windows, walls, ceilings and fixtures | <p>1.1 <b>Preparation of work area</b> has been correctly carried out ready for cleaning.</p> <p>1.2 <b>Cleaning materials</b> and equipment/tools are correctly prepared ready for use and are appropriate for cleaning.</p> <p>1.3 Doors and windows are free from dirt, dust, smears and stains.</p> <p>1.4 Gloss finished surfaces are of high luster.</p> <p>1.5 Doors and window fixtures are clean, polished and free of scratches, marks and tarnish.</p> <p>1.6 Glass <b>doors and windows</b> are free from streaks and fingerprints.</p> <p>1.7 Waste or dirty water is disposed of correctly, and kept away from electricity.</p> <p>1.8 <b>Cleaning equipment</b> is cleaned and appropriately stored after use.</p> <p>1.9 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.</p> |
|---|---|

2. Clean walls
- 1.10 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
  - 2.1 **Preparation of work area** has been correctly carried out ready for cleaning.
  - 2.2 Cleaning materials and equipment/tools are correctly prepared ready for use and are appropriate for cleaning.
  - 2.3 **Walls (interior)** are free from dust, cobwebs, dirt, grease, spots and stains.
  - 2.4 Light fixtures are clean and workable.
  - 2.5 Waste or dirty water is disposed of correctly and kept away from electricity.
  - 2.6 **Cleaning equipment** is cleaned and appropriately stored after use.
  - 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
3. Clean ceilings and fixtures
- 3.1 **Preparation of work area** has been correctly carried out ready for cleaning.
  - 3.2 **Cleaning materials** and equipment/tools are correctly prepared ready for use and are appropriate for cleaning.
  - 3.3 **Ceilings** are free from dust, cobwebs, dirt, grease, spots and stains.
  - 3.4 Light **fixtures** are clean and workable.
  - 3.5 Waste or dirty water is disposed of correctly, and kept away from electricity.

- 3.6 **Cleaning equipment** is cleaned and appropriately stored after use.
- 3.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.8 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Clean doors, windows, walls, ceilings and fixtures****A. Preparation of work area :**

- (i) protective clothing worn
- (ii) hazard warning signs used
- (iii) protection of surrounding area

**B. Cleaning equipment/tools:**

- (i) duster
- (ii) hand vacuum
- (iii) broom
- (iv) scaffolding
- (v) paint brushes
- (vi) stepladders

**C. Cleaning materials:**

- (i) detergents
- (ii) disinfectants
- (iii) polish

**D. Doors and windows:**

- (i) painted
- (ii) metal
- (iii) glass
- (iv) polished

**Element 2: Clean walls****E. Walls (Interior):**

- (i) wood
- (ii) concrete
- (iii) dry

**F. Preparation of work area: (Applies to Element 3 also)**

- (i) protective clothing worn
- (ii) hazard warning signs used
- (iii) protection of surrounding area

**G. Cleaning equipment/tools:** *(Applies to Element 3 also)*

- (i) cobweb broom
- (ii) hand-held vacuum
- (iii) paint brush
- (iv) dust cloth
- (v) ladder

**H. Unexpected situations:** *(Applies to Element 3 also)*

- (i) construction defects
- (ii) defaced ceiling

**Element 3: Clean ceilings and fixtures****I. Ceilings:**

- (i) wood
- (ii) concrete

**J. Fixtures:**

- (i) lights
- (ii) fans

**K. Cleaning materials:**

- (i) neutral detergents (general purpose cleans)
- (ii) polishes

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why it is important to place hazard signs.
2. Why protective clothing should be worn at all times.
3. What dangers are caused by water coming into contact with electricity supplies or batteries when cleaning doors, windows, walls, ceilings and fixtures.
4. What precautions to take to reduce the risk of electrocution when cleaning doors, windows, walls, ceilings and fixtures.
5. Why manufacturer's instructions should be followed when using cleaning equipment/tools.
6. Why waste or dirty water should be disposed of correctly.

**Product Knowledge**

7. What factors influence choice of cleaning materials and equipment/tools.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or**
- Performance evidence in the form of observation to cover performance criteria 1 - 7 and a minimum of two (2) items from the range of A, three (3) items from the range of B, two (2) items from the range of C, two (2) items from the range of D **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 6 and a minimum of two (2) items from the range of A, two (2) items from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 6 and a minimum of all items from the range of A, one (1) item from the range of B, two (2) items from the range of C, two (2) items from the range of D, two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.



**(2) Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by your assessor of how you clean doors, windows, walls, ceilings and fixtures.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you can clean doors, windows, walls, ceilings and fixtures.
- A personal statement describing how you can clean doors, windows, walls, ceilings and fixtures.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

**U12101****Prepare beds and handle linen and bed coverings**

## Unit Descriptor:

This unit describes the competence required to effectively prepare beds and handle linen and bed coverings.

**The unit describes the essential abilities of:**

- Knowing why it is important to handle, sort and store soiled linen and bed coverings correctly
- Knowing why soiled linens and bed coverings should be kept separate from clean linen

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<i>To be competent you must achieve the following:</i>
1. Strip beds and handle linen and bed coverings	1.1 Guests are dealt with in a polite and helpful manner.
	1.2 All <b>linen and bed coverings</b> are removed from <b>beds</b> .
	1.3 Soiled linen and bed coverings are handled, sorted and stored correctly.
	1.4 Lost and found items are dealt with in accordance with organisational procedures.
	1.5 <b>Unexpected situations</b> are dealt with effectively and the appropriate person(s) are informed where necessary.
	1.6 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
2. Collect and transport clean linen and bed coverings	2.1 Correct type and quantity of <b>linen and bed coverings</b> are collected from linen store and meet the organisational standards required.
	2.2 Linen and bed coverings not meeting the required standards are dealt with in accordance with appropriate organisational procedures
	2.3 Linen and bed coverings are transported correctly to appropriate areas.

- 2.4 Linen stores are secured from unauthorised access where necessary.
  - 2.5 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.6 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
3. Prepare beds for guest use
- 3.1 Guests are dealt with in a polite and helpful manner.
  - 3.2 **Beds** are prepared ready to be made.
  - 3.3 Mattresses are turned as appropriate.
  - 3.4 Bed base, bed head, **linen and bed coverings** are clean and free from damage.
  - 3.5 Bed is made with correct linen and bed coverings.
  - 3.6 Bed is neat and smooth when finished and ready for guests' use.
  - 3.7 Guests' personal property is dealt with in accordance with appropriate organisational procedures.
  - 3.8 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
  - 3.9 All work is carried out in an organised and efficient manner in accordance with organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Strip beds and handle linen and bed coverings****A. Linen and bed coverings:**

- (i) sheets
- (ii) blankets
- (iii) bedspreads
- (iv) pillowcases/duvet
- (v) covers
- (v) waterproof sheets
- (vi) valances/mattress covers
- (vii) duvets/pillows

**B. Beds:** *(Applies to Element 3 also)*

- (i) double/single beds
- (ii) twin beds
- (iii) king size beds
- (iv) queen size beds
- (v) cots/folded beds

**C. Unexpected situations:** *(Applies to Element 3 also)*

- (i) customer/guests incidents
- (ii) damaged linen/bed coverings

**Element 2: Collect and transport clean linen and bed coverings****D. Linen and Bed Coverings:** *(Applies to Element 3 also)*

- (i) sheets
- (ii) blankets
- (iii) bedspreads
- (iv) pillowcases/duvet
- (v) covers
- (vi) waterproof sheets
- (vii) valances/mattress covers
- (viii) duvets/pillows
- (ix) bathroom lines

**E. Unexpected situations:**

- (i) unavailability of clean linens and bed coverings
- (ii) linen store found unsecured

**Element 3: Prepare beds for guest use**

**F. Guests:**

- (i) new arrivals
- (ii) stay-over guests

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and safety**

1. Why protective clothing should be worn at all times.
2. Why soiled linen and bed coverings should be kept separate from clean linen.
3. Why it is important to carefully separate soiled linen.
4. Why it is important to handle, sort and store soiled linen and bed coverings correctly.
5. Why linen stores should be secured from unauthorized access.
6. Why it is important to check linen for cleanliness and quality.

**Administration**

7. What the organizational policy is for making and re-sheeting beds.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 5 and a minimum of three (3) items from the range of A, five (5) items from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1- 4 and a minimum of five (5) items from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2 and a minimum of five (5) items from the range of A, one (1) item from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Method of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by your assessor of how you strip beds and handle linen and bed coverings.
- Observation reports by your assessors of how you collect and transport clean linen and bed coverings.
- Observation reports by your assessors of how you prepare beds for guest use.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you strip beds and handle linens and bed coverings.
- Witness statements from colleagues, line managers that provide evidence of how you collect and transport clean linen and bed coverings.
- Witness statements from colleagues, line managers that provide evidence of how you prepare beds for guest use.
- A personal statement describing how you replenish supplies and accessories.
- A personal statement describing how you collect and transport clean linen and bed coverings.
- A personal statement describing how prepare beds for guest use.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.



**U12301****Prepare, maintain and clear function areas**

## Unit Descriptor:

This unit describes the competence required to prepare, maintain and clear function areas.

**The unit describes the essential abilities of:**

- Ensuring that all furniture and furniture items are checked for cleanliness and damage
- Knowing why correct lifting and handling techniques should be used at all times
- Ensuring that presentation equipment is checked in advance of customer arrival.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare and maintain function areas | <p>1.1 Guests are dealt with in a polite and helpful manner at all times.</p> <p>1.2 <b>Environmental control systems</b> are checked for correct operation.</p> <p>1.3 <b>Furniture</b> is clean and arranged according to function requirements.</p> <p>1.4 <b>Service items</b> are clean, free from damage and arranged in accordance with guest requirements.</p> <p>1.5 Presentation equipment is checked and arranged in accordance with guest requirements.</p> <p>1.6 Room is clean and tidy and ready for use.</p> <p>1.7 Service items are replenished to meet guest requirements.</p> <p>1.8 <b>Unexpected situations</b> are dealt with effectively and the appropriate person(s) informed where necessary.</p> <p>1.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.</p> |
|--|---|

2. Clear function areas
  - 2.1 **Furniture** is clean and arranged or stored correctly.
  - 2.2 **Service items** are stored and disposed of correctly.
  - 2.3 **Environmental control** systems are checked as appropriate.
  - 2.4 Function room is left tidy and ready for cleaning.
  - 2.5 Room is secured from unauthorized access.
  - 2.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare and maintain functions areas****A. Environmental control systems:** *(applies to Element 2 also)*

- (i) heating
- (ii) lighting
- (iii) ventilation or air conditioning
- (iv) music systems

**B. Furniture:**

- (i) chairs
- (ii) desks
- (iii) tables
- (iv) lecterns
- (v) notice boards

**C. Function areas:**

- (i) conferences
- (ii) meetings or seminars
- (iii) exhibitions
- (iv) banquets

**D. Service items:** *(Applies to Element 2 also)*

- (i) table covering
- (ii) glassware
- (iii) stationery
- (iv) decorative items

**E. Unexpected situations:**

- (i) damaged table items
- (ii) equipment failure
- (iii) customer incidents
- (iv) equipment breakages

**Element 2: Clear function areas****F. Furniture:**

- (i) chairs
- (ii) tables
- (iii) coat rails
- (iv) notice boards

**G. Unexpected situations:**

- (i) customer incidents
- (ii) equipment breakages

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and safety**

1. Why function rooms must be secured from unauthorized access at all times.
2. Why conference rooms should be secured from unauthorized access at all times.
3. Why it is essential to check presentation equipment in advance of customer arrival.
4. Why all furniture and furniture items must be checked for cleanliness and damage.
5. Where and from whom details of the room layout can be obtained.
6. Why furniture should be stored correctly.
7. Why and to whom faults and damage must be reported.
8. Why and to whom breakages or damages should be reported.
9. Why correct lifting and handling techniques should be used at all times.

**Administration**

10. Where and from whom details of the room layout can be obtained.

**Product Knowledge**

11. Why service items must be replenished

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or**
- Performance evidence in the form of observation to cover performance criteria 1 - 5 and a minimum of two (2) items from the range of A, two (2) items from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1, 2, 3, 4, 6, 7 and a minimum of two (2) items from the range of A, three (3) items from the range of B, two (2) items from the range of C, three (3) items from the range of D **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

*The following are examples of the types of evidence you could collect to prove your competence:*

**Examples of Performance Evidence**

- Observation reports by your assessor of how you can prepare and maintain function areas.

**Examples of Supplementary Evidence**

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you prepare and maintain function areas.
- A personal statement describing how you prepare and maintain function areas.

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.