

<b>Training Package</b>	Tourism, Hospitality and Events (SIT07)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Clean premises and equipment</b>		
<b>Unit code</b>	<b>Competency field</b>	<b>Sector</b>	<b>HSC Indicative Hours</b>  <b>10</b>
<b>SITHACS006A</b>	Accommodation Services	Hospitality	

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to carry out general cleaning duties as part of a job role in a tourism or hospitality enterprise or any other service industry context. It does not include contract cleaning which is covered by the Asset Maintenance Training Package.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
<b>Prerequisite units</b>	Nil
<b>Application of the unit</b>	<p>This unit requires the application of techniques to clean both wet and dry areas as well as knowledge of cleaning equipment and materials, including key safety and environmental issues. A person undertaking this role works under guidance and supervision.</p> <p>In a tourism and hospitality context this unit would usually be undertaken in conjunction with specialist operational units such as SITHACS005A Prepare rooms for guests and SITHCCC004A Clean and maintain kitchen premises.</p>
<b>Employability skills</b>	The required outcomes described in this unit of competency contain applicable facets of employability skills. The <i>Employability Skills Summary</i> of the qualification in which this unit of competency is packaged will assist in identifying employability skill requirements.

### Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for this Training Package.

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<b>Context of and specific resources for assessment</b>	<b>Methods of assessment</b>	<b>Assessing employability skills</b>
<p>Evidence of the following is <b>essential</b>:</p> <ul style="list-style-type: none"> <li>• understanding of the importance of cleaning services to the overall quality of service provided by the organisation</li> <li>• ability to select and use relevant equipment and cleaning agents safely, efficiently and according to acceptable enterprise cleaning routines and timeframes</li> <li>• demonstration of skills through cleaning both wet and dry areas</li> </ul>	<p>Assessment <b>must</b> ensure:</p> <ul style="list-style-type: none"> <li>• areas to be cleaned, including a range of different surfaces such as carpet, marble, ceramic, wood, clay, rubber, vinyl, leather, woodwork, painted surfaces, crystal, mirrors and glass, terrazzo, slate and granite</li> <li>• cleaning equipment and cleaning agents that reflect current industry practice, including:</li> </ul>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct observation of cleaning and maintenance activities</li> <li>• oral or written questioning to assess knowledge of cleaning and maintenance procedures, materials equipment and legislation</li> </ul>	<p>Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.</p> <p>Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.</p>

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</b>	<b>Context of and specific resources for assessment cont/d</b>	<b>Methods of assessment cont/d</b>	
<ul style="list-style-type: none"> <li>• completion of cleaning tasks within commercially realistic timeframes.</li> </ul>	<ul style="list-style-type: none"> <li>- cleaner's trolley</li> <li>- chemical dispenser</li> <li>- sink and sluice sink</li> <li>- storage areas</li> <li>- appropriate chemicals, detergents, deodorisers, polishes and sanitisers</li> <li>- cleaning products, including glass and multisurface, cream and acid</li> <li>- range of cloths, including dry, wet, lint-free and dusting</li> <li>- toilet brush and toilet cleaning cloth</li> <li>- protective gloves</li> <li>- bucket, mop and floor rags</li> <li>- range of brooms, brushes, rags and dusters for different surfaces</li> <li>- window squeegee mop and extension poles</li> <li>- 'wet floor' or 'cleaning in progress' signs</li> <li>- syringe bin and tongs</li> <li>- access to sanitary disposal systems</li> <li>- polishing machine</li> <li>- automatic scrubber.</li> </ul>	<ul style="list-style-type: none"> <li>• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.</li> </ul> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>	

<b>Required Skills and Knowledge</b>		<b>HSC Requirements and Advice</b>
This section describes the essential skills and knowledge and their level, required for this unit.		
<p>The following skills <b>must</b> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• organisational skills to prepare equipment and materials for a given cleaning context</li> <li>• literacy skills to interpret product labels and safety instructions</li> <li>• numeracy skills to calculate quantities of chemicals and other cleaning agents.</li> </ul>	<p>The following knowledge <b>must</b> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• specific requirements of state and territory OHS legislation relating to cleaning operations</li> <li>• environmental legislation that impacts on cleaning operations</li> <li>• safe handling of common cleaning equipment used in the relevant work context</li> <li>• safe handling and treatment of common hazards encountered in areas to be cleaned, including all those listed in the range statement.</li> </ul>	
		<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• cleaning agents and chemicals</li> <li>• cleaning processes and procedures</li> <li>• equipment</li> <li>• equipment faults</li> <li>• hazards</li> <li>• maintenance</li> <li>• occupational health and safety</li> <li>• safe work practices</li> <li>• wet and dry areas.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Select and set up equipment and materials.	1.1 Select <i>equipment</i> according to type of cleaning to be undertaken.	<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <b><i>Bold italicised</i></b> wording in the performance criteria is detailed below.</p> <p><b><i>Equipment</i></b> <u>must</u> include:</p> <ul style="list-style-type: none"> <li>• electrically operated equipment such as scrubbers, polishers and vacuum cleaners</li> <li>• brushes and brooms</li> <li>• mops and buckets</li> <li>• dusters and pans</li> <li>• garbage receptacles.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of the importance of cleaning services to the overall quality of service provided by the workplace/organisation.</p> <p>Knowledge of safe and hygienic work practices and procedures.</p> <p>Awareness of the main features and intent of environmental legislation including:</p> <ul style="list-style-type: none"> <li>• <i>Protection of the Environment Operations Act 1997</i> (NSW) and amendments</li> <li>• Codes of Practice (WorkCover NSW) <ul style="list-style-type: none"> <li>- Control of Workplace Hazardous Substances.</li> </ul> </li> </ul> <p>An awareness of a range of cleaning equipment including:</p> <ul style="list-style-type: none"> <li>• name</li> <li>• characteristic</li> <li>• use</li> <li>• limitations</li> <li>• assembly (if appropriate)</li> <li>• maintenance</li> <li>• cleaning and sanitising</li> <li>• storage.</li> </ul> <p>Cleaning equipment including:</p> <ul style="list-style-type: none"> <li>• electrically operated equipment <ul style="list-style-type: none"> <li>- vacuum cleaners</li> <li>- polishing machine</li> <li>- automatic scrubber.</li> </ul> </li> <li>• mops, brushes and brooms</li> <li>• window squeegee mop and extension poles</li> <li>• rags and dusters</li> <li>• floor rags</li> <li>• cloths <ul style="list-style-type: none"> <li>- dry</li> <li>- wet</li> <li>- lint-free</li> <li>- dusting</li> </ul> </li> <li>• buckets and pans</li> </ul>

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			<ul style="list-style-type: none"> <li>• garbage receptacles</li> <li>• syringe bin and tongs</li> <li>• access to sanitary disposal systems</li> <li>• cleaner's trolley</li> <li>• chemical dispensers</li> <li>• sink and sluice sink</li> <li>• storage areas</li> <li>• toilet brush and toilet cleaning cloth.</li> </ul> <p>A working knowledge of a range of cleaning equipment.</p>
	<p>1.2 Check that all equipment is clean and in safe working condition prior to use.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Pre-operational equipment checks including:</p> <ul style="list-style-type: none"> <li>• safety</li> <li>• consumables</li> <li>• adjustment for task.</li> </ul> <p>Procedures and documentation for identifying faulty equipment including:</p> <ul style="list-style-type: none"> <li>• malfunctions</li> <li>• worn, broken or missing components</li> <li>• faulty/damaged electrical leads.</li> </ul>
	<p>1.3 Select and prepare suitable wet and dry <i>cleaning agents and chemicals</i> according to relevant manufacturer and <i>OHS and environmental requirements</i>.</p>	<p><i>Cleaning agents and chemicals</i> may include:</p> <ul style="list-style-type: none"> <li>• general and spot cleaning agents</li> <li>• cleaning agents for specialised surfaces, including window and glass cleaners</li> <li>• disinfectants</li> <li>• pesticides</li> <li>• deodorisers</li> <li>• furniture and floor polishes.</li> </ul> <p><i>OHS and environmental requirements</i> may include:</p> <ul style="list-style-type: none"> <li>• enterprise policies and procedures related to cleaning operations and disposal of used chemicals</li> <li>• legislation related to general workplace safety, hazardous substances, and manual handling and storage requirements</li> <li>• enterprise security procedures.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of OHS guidelines and regulations relating to cleaning agents, chemicals and equipment.</p> <p>Knowledge of a range of cleaning agents and chemicals including:</p> <ul style="list-style-type: none"> <li>• general and spot cleaning agents</li> <li>• cleaning agents for specialised surfaces including window and glass cleaners <ul style="list-style-type: none"> <li>- cream</li> <li>- acid</li> </ul> </li> <li>• disinfectants</li> <li>• sanitisers</li> <li>• pesticides</li> <li>• deodorisers</li> <li>• furniture and floor polishes.</li> </ul>

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			<p>Interpretation of product labels and material safety data sheets (MSDS) for the safe preparation and use of cleaning agents and chemicals:</p> <ul style="list-style-type: none"> <li>• directions and precautions for use</li> <li>• recommended dosage and dilution of chemicals</li> <li>• safe handling requirements</li> <li>• first aid</li> <li>• calculating quantity required</li> <li>• disposal methods</li> <li>• suitable storage item/container.</li> </ul> <p>How and where to obtain required MSDS.</p>
	<p>1.4 Select and use <i>protective clothing</i> where necessary.</p>	<p><i>Protective clothing</i> may include:</p> <ul style="list-style-type: none"> <li>• overalls</li> <li>• jackets</li> <li>• aprons</li> <li>• goggles and masks</li> <li>• gloves</li> <li>• waterproof clothing and footwear</li> <li>• headwear</li> <li>• breathing apparatus.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Use and application of a range of personal protective equipment (PPE) including:</p> <ul style="list-style-type: none"> <li>• footwear</li> <li>• head protection</li> <li>• gloves</li> <li>• protective clothing</li> <li>• hearing protection</li> <li>• eye protection</li> <li>• face mask/breathing apparatus.</li> </ul> <p>Selection of PPE:</p> <ul style="list-style-type: none"> <li>• correct for the task</li> <li>• manufacturers' specifications for use</li> <li>• correct fitting</li> <li>• serviceable.</li> </ul> <p>Importance of correctly fitting PPE.</p> <p>Maintenance of PPE according to manufacturers' instructions and workplace/organisation policy and procedures:</p> <ul style="list-style-type: none"> <li>• cleaning and decontamination</li> <li>• correct storage</li> <li>• regular checks for damage</li> <li>• repair/replacement of worn, malfunctioning or damaged equipment/parts</li> <li>• disposal of single-use equipment.</li> </ul>

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2 Clean wet and dry areas and associated equipment.	2.1 Take account of potential customer inconvenience in scheduling and performing cleaning tasks.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of workplace/organisation cleaning schedules including:</p> <ul style="list-style-type: none"> <li>• times</li> <li>• tasks to be completed.</li> </ul> <p>An awareness of appropriate variations to cleaning schedule to accommodate needs and special requests from customers.</p>
	2.2 Prepare <i>wet and dry areas</i> to be cleaned and identify any <i>hazards</i> .	<p><i>Wet and dry areas</i> may include:</p> <ul style="list-style-type: none"> <li>• bathrooms</li> <li>• bedrooms</li> <li>• kitchens</li> <li>• balconies</li> <li>• private lounge areas</li> <li>• internal and external public areas</li> <li>• function rooms</li> <li>• storage areas.</li> </ul> <p><i>Hazards</i> may include:</p> <ul style="list-style-type: none"> <li>• spillages</li> <li>• breakages, including broken glass</li> <li>• wet or slippery surfaces</li> <li>• broken or damaged furniture</li> <li>• fumes</li> <li>• blood</li> <li>• needles and syringes</li> <li>• used condoms</li> <li>• sharp objects, including knives and skewers</li> <li>• human waste</li> <li>• surgical dressings</li> <li>• fat and oil</li> <li>• heated utensils and surfaces</li> <li>• sharp food scraps, including bones and crustacean shells.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of workplace/organisation procedures for the preparation of a range of areas for cleaning including:</p> <ul style="list-style-type: none"> <li>• bathrooms</li> <li>• bedrooms</li> <li>• kitchens</li> <li>• balconies</li> <li>• private lounge area</li> <li>• public areas <ul style="list-style-type: none"> <li>- internal</li> <li>- external</li> </ul> </li> <li>• function rooms</li> <li>• storage areas.</li> </ul> <p>Identification of potential hazards to:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• visitors</li> <li>• colleagues</li> <li>• customers</li> <li>• the general public.</li> </ul> <p>Knowledge of a range of hazards including:</p> <ul style="list-style-type: none"> <li>• spillages</li> <li>• breakages including broken glass</li> <li>• wet or slippery surfaces</li> <li>• broken or damaged furniture</li> <li>• fumes</li> <li>• blood</li> <li>• needles and syringes</li> <li>• used condoms</li> </ul>

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			<ul style="list-style-type: none"> <li>• sharp objects including knives and skewers</li> <li>• human waste</li> <li>• surgical dressings</li> <li>• fat and oil</li> <li>• heated utensils and surfaces</li> <li>• sharp food scraps including bones and crustacean shells.</li> </ul> <p>An awareness of policies and procedures for dealing with potential hazards.</p>
	<p>2.3 Barricade the work area, or place warning signs as appropriate to reduce risk to colleagues and customers.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Recognition and use of standard OHS signs and symbols including:</p> <ul style="list-style-type: none"> <li>• legislative requirements</li> <li>• meaning of colour and shape</li> <li>• appropriate placement and positioning.</li> </ul> <p>Appropriate placement of signage during cleaning operations including:</p> <ul style="list-style-type: none"> <li>• ‘wet floor’</li> <li>• ‘cleaning in progress’.</li> </ul>
	<p>2.4 Select and apply correct cleaning agents or chemicals for specific areas, according to <i>manufacturer recommendations</i>, safety procedures and enterprise policies and procedures.</p>	<p><i>Manufacturer recommendations</i> may include:</p> <ul style="list-style-type: none"> <li>• cleaning and maintenance guidelines</li> <li>• dosage and dilution of chemicals</li> <li>• safety requirements.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of safe work practices and procedures including:</p> <ul style="list-style-type: none"> <li>• selection, use and maintenance of PPE</li> <li>• selection of appropriate equipment for the task</li> <li>• correct handling, application, labelling and storage of hazardous and nonhazardous materials</li> <li>• safe posture (sitting, standing, bending and lifting)</li> <li>• correct manual handling (lifting and transferring)</li> <li>• hazard identification and risk control</li> <li>• basic first aid training and access to first aid kits</li> <li>• procedures to follow in the event of an emergency</li> <li>• effective communication and teamwork</li> <li>• adherence to workplace/organisation policies and procedures</li> <li>• housekeeping/clean-up procedures, including waste disposal, with proper consideration of OHS and the environment.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Basic first aid for potential injury caused through use of cleaning agents and chemicals including:</p> <ul style="list-style-type: none"> <li>• chemical burns</li> <li>• inhaled chemical fumes</li> <li>• chemical splashes in eyes</li> <li>• chemicals ingested</li> <li>• chemicals absorbed through skin.</li> </ul> <p>An awareness of enterprise first aid procedures.</p>
	2.5 Select and apply correct agents and chemicals for particular equipment or surfaces.		
	2.6 Use equipment correctly and safely.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Importance of providing information, instructions and training in the correct selection and safe use of cleaning equipment and chemicals.</p>
2.7 Dispose of garbage and used chemicals according to hygiene, safety and environmental legislation requirements.	<p><b>Learning experiences for the HSC must address:</b></p> <p>Considerations for dealing with waste including:</p> <ul style="list-style-type: none"> <li>• recycling <ul style="list-style-type: none"> <li>- paper-based products</li> <li>- plastic</li> </ul> </li> <li>• approved disposal of <ul style="list-style-type: none"> <li>- hazardous material</li> <li>- nonhazardous material.</li> </ul> </li> </ul>		
3 Maintain and store cleaning equipment and chemicals.	3.1 Clean equipment after use according to enterprise requirements and manufacturer instructions.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Awareness of routine cleaning and maintenance for a range of equipment including:</p> <ul style="list-style-type: none"> <li>• safety checks</li> <li>• cleaning and decontamination <ul style="list-style-type: none"> <li>- wiping down</li> <li>- washing and rinsing</li> <li>- sanitising</li> <li>- drying out</li> </ul> </li> <li>• dismantling and reassembling</li> <li>• emptying</li> </ul>
	3.2 Carry out or arrange <i>routine maintenance</i> according to enterprise procedures.		

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		<ul style="list-style-type: none"> <li>• drying out</li> <li>• dismantling and reassembling</li> <li>• emptying.</li> </ul>	<ul style="list-style-type: none"> <li>• routine maintenance in accordance with planned, preventative maintenance programs               <ul style="list-style-type: none"> <li>- tightening and adjustment</li> <li>- replacement of consumable components</li> <li>- repair/replacement of worn, malfunctioning or damaged components/parts.</li> </ul> </li> </ul>
	3.3 Identify <i>equipment faults</i> and report them according to enterprise procedures.	<i>Equipment faults</i> may include: <ul style="list-style-type: none"> <li>• breakdowns</li> <li>• damage to parts, surfaces, electrical cords and connections.</li> </ul>	<b>Learning experiences for the HSC must address:</b> Awareness of a range of potential equipment faults including: <ul style="list-style-type: none"> <li>• breakdowns</li> <li>• damage to parts or surfaces</li> <li>• problems with connections</li> <li>• missing parts.</li> </ul> An awareness of the procedures for reporting faults.  Personnel to whom problems should be reported: <ul style="list-style-type: none"> <li>• supervisor/manager</li> <li>• maintenance staff</li> <li>• supplier/manufacturer.</li> </ul>
	3.4 Store equipment in the designated area and in a condition ready for re use.		<b>Learning experiences for the HSC must address:</b> Considerations for the storage of equipment including: <ul style="list-style-type: none"> <li>• security</li> <li>• climatic effects</li> <li>• OHS considerations</li> <li>• stability</li> <li>• ease of access.</li> </ul> Knowledge of methods by which equipment is stored and accessed.
	3.5 Store chemicals according to health and safety requirements.		<b>Learning experiences for the HSC must address:</b> Appropriate use and storage of chemicals and hazardous substances including: <ul style="list-style-type: none"> <li>• separate well lit and ventilated storeroom</li> <li>• sealed, labelled containers with direction for use and first aid directions</li> </ul>

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			<ul style="list-style-type: none"> <li>• never stored in food containers</li> <li>• always follow manufacturers'/enterprise instruction on containers</li> <li>• in accordance with material safety data sheet (MSDS)</li> <li>• never mix chemicals.</li> </ul>