



**TECHNICAL &  
VOCATIONAL  
EDUCATION &  
TRAINING**

# **National Competency Standard for Laundry Attendant**

**Standard Code: T0U08S16V1**

*[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]*

## **PREFACE**

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF)

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

<b>1. Endorsement Application for Qualification 01</b>		
<b>2. NATIONAL CERTIFICATE III IN LAUNDRY ATTENDANT</b>		
<b>3. Qualification code:</b> TOU08SQ1L316	<b>Total Number of Credits: 68</b>	
<b>4. Purpose of the qualification</b> The holders of this qualification are expected to work in the hospitality Industry mainly in a resort as Laundry attendant and will be working under the supervision of Housekeeping Manager.		
<b>5. Regulations for the qualification</b>	National Certificate III in Laundry Attendant will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18	
<b>6. Schedule of Units</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Code</b>
<b>1</b>	Observe personal and work place hygiene practices	TOU02S1U01V1
<b>2</b>	Laundry Personnel / Personnel Qualifications	TOU08S1U01V1
<b>3</b>	Practice effective workplace communication	TOU08S1U02V1
<b>4</b>	Personnel General Responsibilities	TOU08S1U03V1
<b>5</b>	Plan and organize daily work	TOU08S1U04V1
<b>6</b>	Provide housekeeping services to guests	TOU08S1U05V1
<b>7</b>	Operate washing machine	TOU08S1U06V1
<b>8</b>	Launder linen and guest clothes	TOU08S1U07V1
<b>9</b>	Maintain a product inventory	TOU08S1U08V1
<b>10</b>	Clean premises and equipment	TOU08S1U09V1
<b>11</b>	Control washing extractor operation	TOU08S1U10V1
<b>12</b>	Perform linen rewash	TOU08S1U11V1
<b>13</b>	Perform conditioning and drying process	TOU08S1U12V1
<b>14</b>	Conduct safe handling of laundry chemicals	TOU08S1U13V1
<b>15</b>	Press whole garments	TOU08S1U14V1
<b>16</b>	Receive and sort articles for cleaning	TOU08S1U15V1
<b>17</b>	Finish products for dispatch	TOU08S1U16V1
<b>18</b>	Repair damaged laundry items	TOU08S1U17V1
<b>7. Accreditation requirements</b>	The training provider should have a restaurant or similar training facility to provide the trainees the hands-on experience related to this qualification	
<b>8. Recommended sequencing of unit</b>	As appearing under the section 06	

UNIT DETAILS

Unit No.	Unit Title	Code	Level	credits
1	Observe personal and work place hygiene practices	TOU02S1U01V1	03	03
2	Laundry Personnel / Personnel Qualifications	TOU08S1U01V1	03	03
3	Practice effective workplace communication	TOU08S1U02V1	03	04
4	Personnel General Responsibilities	TOU08S1U03V1	03	04
5	Plan and organize daily work	TOU08S1U04V1	03	03
6	Provide housekeeping services to guests	TOU08S1U05V1	03	05
7	Operate washing machines	TOU08S1U06V1	03	03
8	Launder linen and guest clothes	TOU08S1U07V1	03	08
9	Maintain a product inventory	TOU08S1U08V1	03	03
10	Clean premises and equipment	TOU08S1U09V1	03	03
11	Control washing extractor operation	TOU08S1U10V1	03	04
12	Perform linen rewash	TOU08S1U11V1	03	03
13	Perform conditioning and drying process	TOU08S1U12V1	03	03
14	Conduct safe handling of laundry chemicals	TOU08S1U13V1	03	04
15	Press whole garments	TOU08S1U14V1	03	04
16	Receive and sort articles for cleaning	TOU08S1U15V1	03	03
17	Finish products for dispatch	TOU08S1U16V1	03	05
18	Repair damaged laundry items	TOU08S1U17V1	03	03

**Packaging of National Qualifications:**

National Certificate III in Laundry Attendant will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18

Qualification Code: TOU08SQ1L316

## Competency Standard for

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# LAUNDRY ATTENDANT

Unit No	Unit Title
1.	Observe personal and work place hygiene practices
2.	Laundry Personnel / Personnel Qualifications
3.	Practice effective workplace communication
4.	Personnel General Responsibilities
5.	Plan and organize daily work
6.	Provide housekeeping services to guests
7.	Operate washing machines
8.	Launder linen and guest clothes
9.	Maintain a product inventory
10.	Clean premises and equipment
11	Control washing extractor operation
12	Perform linen rewash
13	Perform conditioning and drying process
14	Conduct safe handling of laundry chemicals
15	Press whole garments
16	Receive and sort articles for cleaning
17	Finish products for dispatch
18	Repair damaged laundry items

## Description of a Laundry Attendant

A Laundry Attendant is responsible for providing a constant supply of clean linens for the entire hotel/resort. Laundry attendants also may be responsible for **cleaning** guests' personal items if the hotel/resort offers a **cleaning** service. He will be working under the supervisor of the Housekeeping Department Supervisor/Manager.

## Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by the assistant cook in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Chef training in Maldives. Competency standards used for similar type of training in other countries were also examined.

**Unit 1**

<b>UNIT TITLE</b>	<b>Observe personal and work place hygiene practices</b>				
<b>DESCRIPTOR</b>	<p>This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.</p> <p>This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.</p>				
<b>CODE</b>	TOU02S1U01V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements 2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job 2.3 Hygiene standards of workplace maintained in line with enterprise procedures
3. Identify and avoid hygiene risks	3.1 Hygiene risks understood and avoided in line with general standards and guidelines 3.2 Legislations on hygiene understood and properly followed

**Range Statement**

Procedures included

- Grooming and personal presentation
- Personal hygiene



Tools, equipment and materials required may include:

Nil

## ASSESSMENT GUIDE

### Form of assessment

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

### Assessment context

Assessment may be done in workplace or a simulated work environment.

### Critical aspects

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical checkups
- This unit may be assessed in conjunction with all and units which form part of the normal job role

### Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Knowledge of national hygiene regulation regarding personal grooming standard and presentation</li><li>• General knowledge of common terminologies used in hygiene including personal hygiene</li><li>• Knowledge on general symptoms of different types of diseases</li><li>• Detailed knowledge and importance of illness and injury reporting procedures</li></ul>	<ul style="list-style-type: none"><li>• Ability to follow procedures and instructions</li><li>• Competent to work according to relevant hygiene regulations and procedures</li><li>• Competent to work to meet requirements for personnel hygiene and hygienic practices</li><li>• Communication skills</li><li>• Interpersonal skills</li></ul>

**Unit 2**

<b>UNIT TITLE</b>	Laundry Personnel				
<b>DESCRIPTOR</b>	This standard is used to grade nonsupervisory jobs in which the primary work involves receiving, sorting, and marking soiled linen and apparel; processing flatwork and roughdry items; assembling and issuing clean laundry. This includes classifying and marking; shaking out wet laundry; feeding into the flatwork ironer; catching, folding, and stacking ironed flatwork; folding roughdry laundry; sorting by identification number; wrapping bundles. Laundry jobs involving primary skills of loading, unloading, and operating washers, extractors, and tumblers, or p r e s s i n g shirts and garments, are graded by standards for those jobs.				
<b>CODE</b>	TOU08S1U01V1	<b>Level</b>	3	<b>Credit</b>	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Personnel Qualifications	<p>1.1. The provider shall establish hiring policies and procedures based on all applicant local regulations.</p> <p>1.2. All personnel shall be qualified for their positions through education, training, or level of prior experience, and these qualifications shall be documented in employee files.</p> <p>1.3. Clearly defined job descriptions for all personnel, including front-line supervisors, shall be in place and include qualifications, responsibilities, and assignments.</p> <p>1.4. New personnel shall work under the close supervision of qualified personnel until they have demonstrated competency in the given task or procedure.</p>

### Range Statement

Procedures included

- Personnel presentation
- Personnel Qualification

Tools, equipment and materials required may include:

- Nil

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</li><li>• Computers and Electronics - Knowledge of circuit boards, processors, chips, electronic equipment, and computer</li></ul>	<ul style="list-style-type: none"><li>• Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</li><li>• Speaking - Talking to others to convey information effectively.</li><li>• Service Orientation - Actively</li></ul>

<p>hardware and software, including applications and programming.</p> <ul style="list-style-type: none"> <li>• Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.</li> <li>• English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.</li> <li>• Clerical - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.</li> <li>• Mathematics - Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.</li> <li>• Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> <li>• Personnel and Human Resources - Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.</li> <li>• Production and Processing - Knowledge</li> </ul>	<p>looking for ways to help people.</p> <ul style="list-style-type: none"> <li>• Reading Comprehension - Understanding written sentences and paragraphs in work related documents.</li> <li>• Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.</li> <li>• Coordination - Adjusting actions in relation to others' actions.</li> <li>• Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.</li> <li>• Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.</li> <li>• Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.</li> <li>• Writing - Communicating effectively in writing as appropriate for the needs of the audience.</li> <li>• Persuasion - Persuading others to change their minds or behavior.</li> <li>• Negotiation - Bringing others together and trying to reconcile differences.</li> <li>• Instructing - Teaching others how to do something.</li> <li>• Time Management - Managing one's own time and the time of others.</li> </ul>
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<p>of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.</p>	<ul style="list-style-type: none"><li>• Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</li><li>• Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making</li></ul>
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**Unit 3**

<b>UNIT TITLE</b>	Practice effective workplace communication				
<b>DESCRIPTOR</b>	This unit addresses the need for effective communication in the hospitality industry. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition, it also highlights the need for cleaning telephone equipment.				
<b>CODE</b>	TOU08S1U02V1	<b>Level</b>	3	<b>Credit</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed
2. Participate in workplace meetings and discussions	2.1 Meetings and discussions attended on time 2.2 Procedures to expressing opinions and following instructions clearly followed 2.3 Questions asked and responded to effectively 2.4 Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work-related documentation	3.1 Conditions of employment understood correctly 3.2 Relevant information accessed from appropriate sources 3.3 Relevant data on workplace forms and other documents filled correctly 3.4 Instructions and guidelines understood and followed properly
4. Handle telephone	4.1 Procedures for taking messages and making outgoing calls followed correctly 4.2 Incoming calls answered correctly 4.3 Calls put on hold and transferred properly 4.4 Outgoing calls made efficiently 4.5 Communication in both English and Dhivehi demonstrated

- Dress and accessories
- Gestures and mannerisms
- Voice tonality and volume
- Culturally specific communication customs and practices
- Cultural and social differences

Includes but are not limited to:

- Modes of greeting, farewelling and conversation
- Body language/ use of body gestures
- Formality of language

Interpersonal skills:

- Interactive communication
- Good working attitude
- Sincerity
- Pleasant disposition
- Effective communication skills
- Customer needs

Customer with limitation may include:

- Those with a disability
- Those with special cultural or language needs
- Unaccompanied children
- Parents with young children
- Pregnant women
- Single women



Tools, equipment and materials required may include:

- Relevant procedure manuals
- Availability of telephone, fax machine, internet, etc.
- Availability of data on projects and services; tariff and rates, promotional activities in place etc.

## ASSESSMENT GUIDE

### Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

- Assessment requires evidence that the candidate:
- Complied with industry practices and procedures
- Used interactive communication with others
- Complied with occupational, health and safety practices
- Promoted public relation among others
- Complied with service manual standards
- Demonstrated familiarity with company facilities, products and services
- Applied company rules and standards
- Applied telephone ethics
- Applied correct procedure in using telephone, fax machine, internet
- Handled customer complaints
- Depict effective communication skills

### Assessment conditions

Assessment must reflect both events and processes over a period of time.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• General knowledge of English and Divehi grammar</li><li>• General knowledge of common telephone equipment</li><li>• General knowledge on effective communication</li></ul>	<ul style="list-style-type: none"><li>• Undertake effective customer relation communications</li><li>• Competent in communicating basic with customers</li><li>• Fluency in English and Dhivehi language usage</li></ul>

## Unit 4

<b>UNIT TITLE</b>	Personnel General Responsibilities				
<b>DESCRIPTOR</b>	This unit covers the idea that human beings choose, instigate, or otherwise cause their own actions. A corollary idea is that because we cause our actions, we can be held morally accountable or legally liable. Personal responsibility can be contrasted to the idea that human actions are caused by conditions beyond the agent's control.				
<b>CODE</b>	TOU08S1U03V1	<b>Level</b>	3	<b>Credit</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Supervisors/managers/personnel	1.1. Safely and correctly operate assigned equipment; 1.2. Safely and correctly perform assigned processing activities; 1.3. Correctly interpret and safely implement the Exposure Control Plan; 1.4. Correctly interpret and safely implement the Exposure Control Plan; 1.5. Understand the risk of injury that defective or improperly operating equipment may inflict.

Aspects evaluated:

- Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

Tools, equipment and material used in this unit may include

- Nil

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

#### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

#### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge in hotel services especially in preparing and washing guest's and hotel laundry.</li><li>• Knowledge and skills in washing, ironing and folding clothes and other hotel sheets.</li><li>• Knowledge in operating big washing, drying and folding machines.</li></ul>	<ul style="list-style-type: none"><li>• Ability to collect loads of laundry and wash it according to color and type of cloth.</li><li>• Ability to wash out stains and keep the brightness of its color</li><li>• Must be courteous to guests.</li><li>• Must have good communication skills.</li></ul>

**Unit 5**

<b>UNIT TITLE</b>	Plan and organize daily work				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to plan and organize daily work activities. This involves the organization of daily work tasks and work area maintenance with the ability to solve unforeseen problems in the workplace.				
<b>CODE</b>	TOU08S1U04V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Organize work schedules	1.1. Interpret work schedule and define tasks. 1.2. Plan tasks, including routine and special tasks, according to workplace priorities, time required and time available. 1.3. Integrate work activities to achieve greater efficiency. 1.4. Inform team members and other relevant people of work schedules and requirements, where necessary.
2. Organize machinery, materials and equipment	2.1 Identify required machinery, materials and equipment according to tasks and work schedule requirements. 2.2 Organize, order and obtain machinery, materials and equipment as required. 2.3 Establish sequence of use and preferred on-site positioning of machinery, materials, equipment and access ways.
3. Carry out work tasks	3.1 Carry out work safely and effectively according to planned work schedules and with minimum inconvenience to customers and colleagues. 3.2 Follow organizational policies and procedures 3.3 Complete routine tasks and accommodate unscheduled tasks, according to priorities established within the workplace and job role. 3.4 Meet organizational and legislative recording and reporting requirements.
4. Clean and maintain work area	4.1 Maintain work area in clean and tidy state, clearing machinery and equipment of waste, according to organizational requirements.

	<p>4.2 Promptly remove spills, food, refuse or other potential hazards from floors and other surfaces.</p> <p>4.3 Use, clean and maintain machines, tools and equipment according to manufacturer instructions, organizational policies and procedures and legislative requirement</p> <p>4.4 Check machinery, materials and equipment used for damage and faults and report on these according to established procedures.</p> <p>4.5 Dispose of waste safely at regular intervals according to organizational procedures and in an environmentally responsible manner.</p> <p>4.6 Safely store equipment and consumable materials after use.</p>
<p>5. Respond to problems as they arise</p>	<p>5.1 Clearly identify nature of problems.</p> <p>5.2 Find solutions to problems that maintain a quality outcome, minimize impact on work schedules and reflect accurate knowledge of products and processes used in the workplace.</p>

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Work activities may include:**

Daily routines

Periodic routines

Ad hoc activities

Special projects.

**Organizational policies and procedures may relate to:**

Use of personal protective equipment during daily activities

Cleaning, tidying and checking of work area, including regularity

Using, maintaining and storing tools, machinery, materials and equipment

Disposal of waste materials, especially hazardous substances

Recycling appropriate waste materials

Presentation of public areas

Work schedules

Problem-solving

Work roles and responsibilities.

**Finding solutions may relate to:**

Maintaining quality outcomes

Minimizing impact on work schedules

Reflecting accurate knowledge of workplace products and processes

Ensuring that solutions are consistent with workplace priorities and requirements

Acknowledging commercial responsibilities and constraints.

Tools, equipment and materials required may include:

- Washers
- Dryers
- Irons
- Hangers
- Sorting baskets and shelves

## ASSESSMENT GUIDE

### Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

Direct observation of the candidate carrying out daily work tasks in an organised manner

Problem solving exercises in prioritising work and dealing with unscheduled tasks or special projects

Projects to develop work plans and schedules

Direct observation of the candidate maintaining a clean and tidy workplace

Oral or written questions about safety issues, and maintenance of tools, equipment and materials

Review of portfolios of evidence and third party workplace reports of the candidate's on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

### Assessment context

Assessment must ensure:

Access to all necessary equipment, tools and materials

Use of Material Safety Data Sheets (MSDS).

### Critical aspects (for assessment)

Evidence of the following is essential:

- ability to plan and organize daily work for a variety of roles and contexts related to the particular job under typical workplace time constraints
- ability to work safely in compliance with OHS procedures
- ability to follow established procedures and interpret, understand and act on instructions
- ability to communicate effectively in the working environment

### Assessment conditions

Assessment may be conducted out of the work environment and may include assignments and projects.



## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"> <li>• basic knowledge of workplace products and processes</li> <li>• work organization principles, including scheduling and priority setting</li> <li>• OHS and legislative requirements related to daily work</li> <li>• typical problems related to specific work areas, appropriate ways of avoiding them and suitable solutions</li> <li>• typical cleaning and maintenance methods and schedules related to machinery, materials and equipment relevant to the work area</li> <li>• the essential features of and safe practices for using common hazardous substances used during cleaning and maintenance activities and in particular substances used by the organization e.g. cleaning, pest and disease control products</li> <li>• the environmental impacts of cleaning premises and maintaining gardens and minimal impact practices to reduce these especially those that relate to resource, water and energy use</li> <li>• Correct and environmentally sound disposal methods for waste and in particular for hazardous substances</li> </ul>	<ul style="list-style-type: none"> <li>• correct use of personal protective equipment</li> <li>• cleaning techniques for premises, machines, tools and equipment</li> <li>• organizational skills to conduct preparation and maintenance activities as a logical and time-efficient work flow</li> <li>• communication and teamwork skills to liaise with other team members on work requirements</li> <li>• literacy skills to complete routine workplace documentation and interpret work schedules and instruction documentation such as Material Safety Data Sheets (MSDS)</li> <li>• numeracy skills to calculate the dilution requirements of cleaning products, to calculate water and fertilizer requirements and to estimate time requirements and time availability</li> <li>• Problem-solving skills to identify and respond to routine practical workplace challenges.</li> </ul>

and plant materials that have a propensity to propagate weeds.	
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## Unit 6

<b>UNIT TITLE</b>	Provide housekeeping services to guests				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to provide a range of general housekeeping services to guests.				
<b>CODE</b>	TOU08S1U05V1	<b>Level</b>	3	<b>Credit</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Handle housekeeping requests	<p>1.1. Handle guest requests in a polite and friendly manner according to enterprise customer service standards and security procedures.</p> <p>1.2. Acknowledge guests by use of name wherever possible.</p> <p>1.3. Confirm and note details of requests made.</p> <p>1.4. Make appropriate apologies where a request has arisen from breakdown in room servicing.</p> <p>1.5. Agree with guests on timelines for meeting requests.</p> <p>1.6. Locate and deliver requested items promptly within agreed timeframes.</p> <p>1.7. Collect items for pick-up within agreed timeframes.</p> <p>1.8. Set up equipment for guests when appropriate.</p> <p>1.9. Proactively offer information and advice about special services and benefits to guests or clients to ensure maximum take-up of services and profitability of guest's stay.</p>
2. Advise guests on room and housekeeping equipment	<p>2.1 Advise guests courteously on correct usage of equipment.</p> <p>2.2 Report equipment malfunctions promptly according to enterprise procedures, and where possible, make alternative arrangements to meet guest needs.</p> <p>2.3 Where appropriate, agree on suitable time to collect equipment.</p>

### Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

**Guest requests** could be for a range of items and services, including:

- roll away beds
- additional pillows and blankets
- irons
- hair dryers
- additional room supplies
- rectification cleaning
- repairs and maintenance
- lost property enquiries.

**Requests** for information relate to:

- range of services and products offered by the establishment
- availability, hours and location of meals, services and equipment
- how various types of equipment work
- local services, attractions, transport, shops, entertainment, etc.

**Equipment** must include:

- electric kettles and jugs
- telephones
- computers
- televisions and videos
- hair dryers
- alarm clocks.

Tools, equipment and material used in this unit may include:

- electric kettles and jugs
- telephones
- computers
- televisions and videos
- hair dryers
- alarm clocks

## ASSESSMENT GUIDE

### Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate handling customer requests related to housekeeping
- role-plays to demonstrate appropriate interpersonal skills in response to requests
- oral or written questions to assess knowledge of services offered by the establishment or types of services generally offered and general requirements for the set-up of guest rooms
- Review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Assessment context

Assessment must ensure:

- demonstration of skills within a fully equipped operational accommodation environment, as defined in the Assessment Guidelines, including guest rooms and the range of typical housekeeping equipment
- Interaction with others to demonstrate ability to respond to multiple and varying requests.

### Critical aspects (for assessment)

Evidence of the following is essential:

- ability to offer courteous and friendly service to guests
- Knowledge of a range of housekeeping services and equipment.

### Assessment conditions

Assessment may be conducted out of the work environment and may include assignments and projects.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• typical housekeeping services and procedures</li><li>• security and safety procedures as they apply to housekeeping services and guests</li><li>• Key products and services offered within accommodation facilities and within the particular facility.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal skills to interact effectively with guests</li><li>• problem-solving skills to overcome barriers that affect communication with guests, such as language and disability</li><li>• Literacy skills to read and respond to written requests from guests.</li></ul>

## Unit 7

<b>UNIT TITLE</b>	Operate washing machines				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to load products into washing machines and operate machines and clean products according to specifications and quality requirements.				
<b>CODE</b>	TOU08S1U06V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for wash	1.1 Production schedule and work load priorities are correctly identified and followed 1.2 Washing machine loads and washing requirements are confirmed 1.3 Laundry chemicals are prepared for use 1.4 Washing sequences are identified and followed for a given process or product 1.5 Safety procedures, including the use of protective clothing, to be undertaken when handling soiled product are identified <del>1.6 Operator manuals are accessed as required</del>
2. Operate automatic washing extractor	2.1 Automatic washing machine is loaded with correct weight according to workplace procedures and OHS practices 2.2 Laundry chemicals correctly dosed and applied according to load requirements 2.3 Program is selected according to load requirements 2.4 Washing machine is operated in accordance with operating instructions 2.5 Washing machine operation is monitored and any inconsistencies are identified and reported 2.6 Washing machine is unloaded using correct manual handling techniques where required

<p>3. Operate manual washing extractor</p>	<p>3.1 Manual washing extractor is loaded with correct weight according to workplace procedures and OHS practices</p> <p>3.2 Laundry chemicals are correctly dosed and applied according to load requirements</p> <p>3.3 Washing machine is operated in accordance with operating instructions</p> <p>3.4 Washing machine operation is monitored and any inconsistencies are identified and reported</p> <p>3.5 Washing is unloaded using appropriate manual handling techniques where required</p>
<p>4. Complete wash</p>	<p>4.1 Washing is transferred to next operation</p> <p>4.2 Housekeeping is conducted to maintain work area standards</p> <p>4.3 Standardized documentation is completed</p>

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### Legislative/regulatory requirements

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

### Washing requirements may include:

- chemical types and dosage
- temperature settings
- water levels
- washing extractor program settings



**OHS practices**

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Tools, equipment and material used in this unit may include:

- washers
- dryers
- irons
- steam presses
- sorting baskets and shelves
- heat sealing equipment and roll plastic
- hangers
- Detergents
- Laundry chemicals

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that cleaning skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

Demonstrates skills and knowledge to:

- interpret production schedules and work load priorities
- interpret and apply washing specifications
- calculate correct chemical dosage
- use washing machines safely and efficiently

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• machine operation and program selection</li><li>• characteristics and hazards of chemicals and dispensing systems</li><li>• safe handling of laundry chemicals</li><li>• safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials</li><li>• workplace procedures</li><li>• OHS practices, including hazard identification and control measures</li><li>• procedures for clean-up of spills</li><li>• quality practices</li><li>• practices for recording and reporting.</li></ul>	<ul style="list-style-type: none"><li>• use and handle chemicals safely</li><li>• maintain quality requirements for each stage of the process</li><li>• communicate effectively within the workplace</li><li>• apply defined procedures</li><li>• receive and transfer information</li><li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to OHS practices</li></ul>

## Unit 8

<b>UNIT TITLE</b>	Launder linen and guest clothes				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to launder linen and guest clothes. It requires the ability to operate laundry equipment safely, complete the laundering process using a variety of linen and clothing items and fabrics using resources efficiently to reduce negative environmental impacts.				
<b>CODE</b>	TOU08S1U07V1	<b>Level</b>	3	<b>Credit</b>	8

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Process laundry items	<p>1.1 Sort items according to cleaning process required and urgency of the item.</p> <p>1.2 Select laundry methods according to textile labelling codes and based on fibre and fabric, dye fastness and amount of soilage.</p> <p>1.3 Check items for laundering for stains and treat stains using the correct process.</p> <p>1.4 Use cleaning agents and chemicals according to manufacturer instructions and specific laundry equipment.</p> <p>1.5 Operate laundry equipment according to manufacturer instructions.</p> <p>1.6 Complete mending and minor repairs as required.</p> <p>1.7 Check items following completion of laundering process to ensure quality cleaning.</p> <p>1.8 Record any damage arising from the laundering process and notify appropriate persons according to enterprise procedures.</p> <p>1.9 Complete ironing or pressing and finishing processes.</p>
2. Package and store laundry items.	<p>2.1 Package and present guest laundry according to enterprise standards and procedures.</p> <p>2.2 Complete records and billing information according to enterprise procedures.</p> <p>2.3 Return finished items to guest according to required timeframes.</p>

	2.4 Store processed guest laundry where required according to guest requests or where return to guests is not possible.
3. Reduce negative environmental impacts	3.1 Use energy, water and other resources efficiently when laundering items to reduce negative environmental impacts. 3.2 Safely dispose of all waste, especially hazardous substances, to minimize negative environmental impacts.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Laundry equipment may include:

- washers
- dryers
- irons
- steam presses
- sorting baskets and shelves
- heat sealing equipment and roll plastic
- hangers.

Packaging and presenting guest laundry may include:

- folding
- wrapping
- heat sealing
- labelling
- providing quality reports.

Storage of laundry is required where:

- guests have requested storage
- guests have departed temporarily
- laundry has been left behind or forgotten.

Tools, equipment and material used in this unit may include:

- washers
- sorting blankets
- dryers
- shelves
- Irons

- Steam presses
- coat hangers
- polytube bags
- shirt cards
- Polymarkers.

## ASSESSMENT GUIDE

### Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate carrying out specific laundry tasks within a complete cycle
- inspection of items laundered by the candidate
- oral or written questions about commercial laundry equipment and operation, including selection of appropriate laundry cycles and programs, hazardous substances and their use, stain identification and treatment and OHS issues and efficient resource use
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Assessment context

Assessment must ensure demonstration of skills within a commercial laundry using industry-current equipment, including:

- washers
- sorting blankets
- dryers
- shelves
- Irons
- Steam presses
- coat hangers
- polytube bags
- shirt cards
- Polymarkers.

### Critical aspects (for assessment)

Evidence of the following is essential:

- ability to correctly assess the processes required for different types of laundry
- ability to operate laundry equipment safely, using a full range of cycles available and complete the laundering process using a variety of linen and clothing items and fabrics
- ability to organise resource effective cleaning of laundry items
- knowledge of correct and environmentally sound disposal methods for waste and in particular for hazardous substances
- completion of tasks within enterprise-acceptable timeframes and with quality laundry outcomes.

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• hygiene, health and safety issues of specific relevance to laundry operations, including:                             <ul style="list-style-type: none"> <li>• manual handling</li> <li>• handling laundry chemicals</li> <li>• basic principles of infection control</li> <li>• maintenance of clean and dirty laundry area separation</li> <li>• types of fabric and laundering, and drying requirements for each</li> <li>• meaning of laundering and dry cleaning labels on clothing</li> <li>• key laundry terms</li> <li>• common guest laundry issues</li> <li>• enterprise linen control procedures, including:                                     <ul style="list-style-type: none"> <li>• clean for dirty</li> <li>• set amount</li> <li>• topping up</li> <li>• uniform issue</li> <li>• condemned linen</li> <li>• procedures if problems are identified.</li> </ul> </li> <li>• the environmental impacts of laundering and drying items and minimal impact practices to reduce</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use of specific laundry chemicals</li> <li>• problem-solving skills to treat stains and carry out minor repairs</li> <li>• literacy skills to read information about the use of laundry chemicals and optimum laundry techniques for different fabric types</li> <li>• writing skills to complete documentation for billing and guest information purposes</li> <li>• Numeracy skills to calculate dilution strengths of laundry chemicals and charges for specific customers for laundry services provided.</li> </ul>

<p>these especially those that relate to resource, water and energy use</p> <ul style="list-style-type: none"><li>• correct and environmentally sound disposal methods for waste and in particular for hazardous substances</li></ul>	
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## Unit 9

<b>UNIT TITLE</b>	Maintain a product inventory				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to maintain an inventory of tourism products. It requires the ability to access and interpret the required product information, enter and maintain accurate data and provide product inventory information to relevant personnel.				
<b>CODE</b>	TOU08S1U08V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Obtain and interpret information for inventory	1.1. Obtain information to be included in inventory from internal and external colleagues at the appropriate time 1.2. Interpret and review information prior to entry into inventory to ensure information is current and accurate
2. Enter data into inventory system	2.1 Calculate costs accurately prior to entry and according to organization procedures and commercial agreements. 2.2 Format all information and enter into the inventory system according to organization procedures and system requirements
3. Update inventory	3.1 Monitor the currency of inventory information and update at designated times according to organisation procedures. 3.2 Monitor bookings, allotments or requests and adjust as required. 3.3 Remove any out-of-date information from the inventory
4. Provide inventory information	4.1 Prepare inventory information, updates and briefings within required timelines. 4.2 Distribute reports and inventory information to appropriate colleagues according to organization procedures using electronic transmission, wherever possible, to reduce waste of printed materials and negative environmental impacts. 4.3 Provide assistance to colleagues on inventory-related matters.

4. Provide inventory information	4.4 Prepare inventory information, updates and briefings within required timelines. 4.5 Distribute reports and inventory information to appropriate colleagues according to organization procedures using electronic transmission, wherever possible, to reduce waste of printed materials and negative environmental impacts. 4.6 Provide assistance to colleagues on inventory-related matters.
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## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Information to be included in inventory may include:

- allotments of any type of tourism product, such as accommodation and seat in coach touring
- rates, costs and tariffs
- general product information
- terms and conditions of sale
- special packages
- sales data.

Inventory may refer to products:

- within an organisation
- of other organisations (suppliers).

Reports may be:

- paper-based or electronically transmitted materials
- sales reports
- reservation reports
- cost comparisons for various product suppliers
- usage rates for various product suppliers
- used to negotiate rates
- used to determine currency of information held in the inventory.

Tools, equipment and material used in this unit may include:

- Computers
- Calculator
- Books

## ASSESSMENT GUIDE

### Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of inventory documentation and reports prepared by the candidate
- evaluation of an inventory established and managed by the candidate
- written and oral questioning or interview to test knowledge of inventory coordination procedures and the ways in which inventories are used within the tourism industry
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Assessment context

Assessment must ensure:

- demonstration of skills within a fully equipped industry-realistic office environment using appropriate computers, printers, information programs, publications and software or database programs currently used in the tourism industry to control product inventory
- access to current industry product details and operational documentation and data, such as supplier contracts and rates.

### Critical aspects (for assessment)

Evidence of the following is essential:

- ability to create, update and produce reports on a product inventory system accurately and within typical workplace time constraints
- knowledge of the role played by inventory systems within the organisation and the wider tourism industry
- ability to make and maintain accurate and multiple product inventory entries that cover the full range of products relevant to the industry sector or organisation
- project or work activities conducted over a period of time so that the management and monitoring aspects of maintaining an inventory can be assessed
- project or work activities that show the candidates' ability to maintain a product inventory within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes.

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• role played by inventory systems within the organisation and wider tourism industry</li><li>• major categories of tourism products and services</li><li>• sources of tourism product information and specific product types</li><li>• industry terminology and common abbreviations in relation to major product categories</li><li>• product knowledge appropriate to the specific tourism or hospitality industry sector and products to be included in inventory</li><li>• negotiated cost of supply, contractual arrangements and preferred supplier</li></ul>	<ul style="list-style-type: none"><li>• literacy skills to read and interpret complex product information, including costs and terms and conditions of their sale</li><li>• writing skills to summarise information accurately and succinctly for inclusion in the product inventory and produce accurate inventory reports</li><li>• Numeracy skills to interpret and calculate complex product cost components.</li></ul>

<p>arrangements in place</p> <ul style="list-style-type: none"><li>• industry commission or mark-up procedures appropriate to the specific industry sector and the particular products controlled by the inventory</li><li>• key principles and elements of calculating costs for the components of products</li><li>• broad and working knowledge of legal and consumer protection issues that relate to providing quotations and product information</li><li>• Uses of various reports within inventory systems.</li><li>•</li></ul>	
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**Unit 10**

<b>UNIT TITLE</b>	Clean premises and equipment				
<b>DESCRIPTOR</b>	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 requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts. It does not include contract cleaning which is covered by the Asset Maintenance Training Package.				
<b>CODE</b>	TOU08S1U09V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select and set up equipment and materials	1.1. Select equipment according to type of cleaning to be undertaken. 1.2. Check that all equipment is clean and in safe working condition prior to use. 1.3. Select and prepare suitable wet and dry-cleaning agents and chemicals according to relevant manufacturer and OHS and environmental requirements. 1.4. Select and use protective clothing where necessary.
2. Clean wet and dry areas and associated equipment	2.1 Take account of potential customer inconvenience in scheduling and performing cleaning tasks. 2.2 Prepare wet and dry areas to be cleaned and identify any hazards. 2.3 Barricade the work area, or place warning signs as appropriate to reduce risk to colleagues and customers. 2.4 Select and apply correct cleaning agents or chemicals for specific areas, according to manufacturer recommendations, safety procedures and enterprise policies and procedures. 2.5 Select and apply correct agents and chemicals for particular equipment or surfaces. 2.6 Use equipment correctly and safely.

### Competency Standard for Automotive Maintenance

3. Maintain and store cleaning equipment and chemicals	3.1 Clean equipment after use according to enterprise requirements and manufacturer instructions. 3.2 Identify equipment faults and report them according to enterprise procedures. 3.3 Store equipment in the designated area and in a condition ready for re-use. 3.4 Store chemical according to health and safety requirements.
4. Reduce negative environmental impacts	4.1 Use energy, water and other resources efficiently when cleaning premises to reduce negative environmental impacts. 4.2 Safely dispose of all waste, especially hazardous substances, to minimize negative environmental impacts.

### Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Equipment must include:

- electrically operated equipment such as scrubbers, polishers and vacuum cleaners
- brushes and brooms
- mops and buckets
- dusters and pans
- garbage receptacles.

Cleaning agents and chemicals may include:

- general and spot cleaning agents
- cleaning agents for specialized surfaces, including window and glass cleaners
- disinfectants
- pesticides
- deodorizer's
- furniture and floor polishes.

OHS and environmental requirements may include:

- enterprise policies and procedures related to cleaning operations and disposal of used chemicals
- general workplace safety procedures
- correct use of manual handling techniques
- use of hazardous substances and storage requirements
- enterprise security procedures.

Protective clothing may include:

- overalls
- jacket
- aprons
- goggles and masks
- gloves
- waterproof clothing and footwear
- headwear
- breathing apparatus.

Wet and dry areas may include:

- bathrooms
- bedrooms
- kitchens
- balconies
- private lounge areas
- internal and external public areas
- function rooms
- storage areas.

Hazards may include:

- spillages
- breakages, including broken glass
- wet or slippery surfaces
- broken or damaged furniture
- fumes
- blood
- needles and syringes
- sharp objects, including knives and skewers
- human waste
- surgical dressings
- fat and oil
- heated utensils and surfaces
- sharp food scraps, including bones and crustacean shells.

Manufacturer recommendations may include:

- cleaning and maintenance guidelines
- dosage and dilution of chemicals
- safety requirements.

Routine maintenance is undertaken according to planned, preventative maintenance programs and may include:

- wiping down and cleaning
- washing and rinsing
- sanitising
- drying out



- dismantling and reassembling
- emptying.

Equipment faults may include:

- breakdowns
- damage to parts, surfaces, electrical cords and connections.

Equipment's and material used in this unit may include:

- electrically operated equipment such as scrubbers, polishers and vacuum cleaners
- brushes and brooms
- mops and buckets
- dusters and pans
- Garbage receptacles.

## ASSESSMENT GUIDE

### Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge.

The following examples are appropriate for this unit:

- direct observation of cleaning and maintenance activities
- oral or written questioning to assess knowledge of cleaning and maintenance procedures, materials equipment and hazardous substances and efficient resource use
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Assessment context

Assessment must ensure access to:

- 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
- cleaning equipment and cleaning agents that reflect current industry practice, including:
  - cleaner's trolley
  - chemical dispenser
  - sink and sluice sink
  - storage areas

- appropriate chemicals, detergents, deodorizer's, polishes and sanitizers
- cleaning products, including glass and multi-surface, cream and acid
- range of cloths, including dry, wet, lint-free and dusting
  
- toilet brush and toilet cleaning cloth
- protective gloves
- bucket, mop and floor rags
- range of brooms, brushes, rags and dusters for different surfaces
- window squeegee mop and extension poles
- 'wet floor' or 'cleaning in progress' signs
- syringe bin and tongs
- access to sanitary disposal systems
- polishing machine
- automatic scrubber.

### Critical aspects (for assessment)

Evidence of the following is essential:

- ability to select and use relevant equipment and cleaning agents safely, efficiently and according to acceptable enterprise cleaning routines and timeframes
- ability to organise resource effective cleaning of both wet and dry areas
- ability to undertake duties according to organisational health, safety and security practices
- knowledge of correct and environmentally sound disposal methods for waste and in particular for hazardous substances
- ability to complete cleaning tasks within the timeframe required by a within commercially realistic timeframes.

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• cleaning procedures for various surfaces and equipment, including wet and dry</li> <li>• correct cleaning chemicals, equipment</li> </ul>	<ul style="list-style-type: none"> <li>• correct use of personal protective equipment</li> <li>• cleaning techniques for premises and</li> </ul>
<p>and procedures for cleaning various surfaces and materials</p> <ul style="list-style-type: none"> <li>• enterprise procedures and standards in relation to presentation of premises</li> <li>• safe work practices relating to use of cleaning equipment, bending and manual handling</li> <li>• applications of different types of cleaning products</li> <li>• the essential features of and safe practices for using common hazardous substances used by the tourism and hospitality industry and in particular substances used by the organization e.g. cleaning products and chemicals</li> <li>• the environmental impacts of cleaning premises and equipment and minimal impact practices to reduce these especially those that relate to resource, water and energy use</li> <li>• Correct and environmentally sound disposal methods for waste and in particular for hazardous substances.</li> </ul>	<p>equipment</p> <ul style="list-style-type: none"> <li>• organizational 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 the dilution requirements of chemical and cleaning products.</li> </ul>

**Unit 11**

<b>UNIT TITLE</b>	Control washing extractor operation				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to determine requirements for wash loads and control and monitor washing machine operation and processing of product to required specifications and quality				
<b>CODE</b>	TOU08S1U10V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine wash requirements	1.1 Production schedule and work load priorities are identified 1.2 Washing extractor loads are accurately determined by counting, weight, volume or classification 1.3 Weighing machines are operated and size of load is determined by correctly reading indicator scales 1.4 Washing sequences are selected for a given process or product 1.5 Chemical dispensing is selected for chemical dosing system, where relevant 1.6 Washing requirements are determined for specific loads 1.7 Operator manuals are accessed as required
2. Monitor washing	2.1 Washing machine operation is monitored for correct water, temperature and chemical levels 2.2 Chemicals and dosing system are monitored for correct operation 2.3 Program operation is monitored to ensure correct function 2.4 Washing extractor operational faults are reported 2.5 Required documentation is completed
3. Classify product	3.1 Product is classified and sorted according to finishing requirements 3.2 Product is directed to correct area for finishing 3.3 Work area is checked for maintenance to housekeeping standards.

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### Legislative/regulatory requirements

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Washing requirements may include:

- chemical dosage or formula settings
- washing extractor program settings

### OHS practices

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and workplace

Required documentation may include:

- information on wash load, program settings, chemical dosage
- completion of standardized forms
- information on wash efficiencies such as wash times
- faults or inconsistencies

Tools, equipment and material used in this unit may include:

### Tools and equipment

- Washing machines
- Laundry chemicals
- Sorting baskets and shelves

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that the skills and processes for making appetizers and salads can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills

### Assessment context

- Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

Demonstrates skills and knowledge to:

- interpret production schedules and work load priorities
- select washing sequences
- select and prepare chemicals
- determine wash load requirements and extractor settings
- control and monitor process operation

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• workplace policies and procedures</li> <li>• machine operation, program selection, and monitoring procedures</li> <li>• level of operator responsibility for equipment maintenance and monitoring characteristics and hazards of chemicals and dispensing systems</li> <li>• safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• quality practices.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ensure load sizes are within machine limits</li> <li>• use machines and related equipment, including dispensing and dosing systems</li> <li>• prepare and monitor chemicals safely</li> <li>• interpret material safety data sheets (MSDS)</li> <li>• use protective equipment</li> <li>• classify and sort product</li> <li>• maintain quality requirements for each stage of the process</li> <li>• document, assess and transfer information</li> <li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>

**Unit 12**

<b>UNIT TITLE</b>	Perform linen rewash				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to identify stains and select rewash methods for linen to meet laundry specifications and quality requirements.				
<b>CODE</b>	TOU08S1U11V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine rewash requirements	<p>1.1 Steps for identifying the stained product are followed in accordance with OHS practices, including use of personal protective equipment</p> <p>1.2 Stain is identified and classified into categories Rewash requirements for the identified stain and product type are determined</p>
2. Carry out rewash procedure	<p>2.1 Preparation for rewash is assessed in accordance with machine operation procedures</p> <p>2.2 Chemical products are prepared and used according to supplier and laundry requirements and prewash applied as required</p> <p>2.3 Machine is operated in accordance with manufacturer's and workplace procedures</p> <p>2.4 Washing extractor operation is monitored to ensure correct function</p> <p>2.5 Operating faults are identified and reported.</p>
3. Complete rewash	<p>3.1 Data is recorded and stored in accordance with industry and workplace procedures</p> <p>3.2 Linen is transferred to next operation</p> <p>3.3 Work area housekeeping standards are maintained</p>



## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### Legislative/regulatory requirements

Work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Machine may include:

Microprocessor or computer controlled and can relate to various types of laundry equipment including:

- automatic washing extractors
- manual washing extractors
- continuous batch washers
- weighing machines
- chemical dosing equipment

### OHS practices

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Tools, equipment and material used in this unit may include:

- Washers
- Dryers
- Hangers
- Detergents
- Shelves
- Sorting baskets

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

#### Consistency in performance

Consistently applies skills and knowledge when:

- organizing work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognizing and adapting to cultural differences in the workplace, including modes of behavior and interactions
- completing work systematically with attention to detail without damage to goods and equipment

#### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

#### Critical aspects (for assessment)

Demonstrates skills and knowledge to:

- Follow steps for correct stain identification
- Select and determine appropriate rewash requirements for a range of applications
- Prepare and use chemicals
- Complete linen rewash safely and efficiently, to quality standards
- Monitor process operation

#### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• characteristics of stains, their relevant identification procedures and removal techniques</li> <li>• machine operation, program selection, and monitoring procedures</li> <li>• characteristics and hazards of chemicals and dispensing systems</li> <li>• infection control policies and procedures</li> <li>• quality practices</li> <li>• safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials</li> <li>• workplace practices</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• practices for recording and reporting.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• recognize, identify, and assess the range of common stains normally encountered</li> <li>• use machines and related equipment, including dispensing and dosing systems</li> <li>• prepare and monitor chemicals safely</li> <li>• interpret material safety data sheets (MSDS)</li> <li>• identify and tag out faulty machinery</li> <li>• maintain quality requirements for each stage of the process</li> <li>• document, assess, and transfer information</li> <li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>

### Unit 13

<b>UNIT TITLE</b>	Preform conditioning and drying processes				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required for the conditioning and drying of products according to laundry procedures and quality requirements				
<b>CODE</b>	TOU08S1U12V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare machines for operation	1.1 Production schedule and workload priorities are correctly interpreted and followed 1.2 Schedules for the cleaning of dryer filters are interpreted and followed 1.3 Procedures for drying machine startup are performed in accordance with manufacturers' specifications and workplace procedures 1.4 Operator manuals are accessed as required.
2. Classify product	2.1 Product classification is checked and sorted according to finishing requirements
3. Operate dryer	3.1 Drying programs are followed for given product type and size of load 3.2 Dryers are loaded and unloaded using manual handling techniques or by correctly operating loading and unloading equipment 3.3 Appropriate cycle, timing and temperature for loads are selected, where required 3.4 Records are completed 3.5 Dryer is operated in accordance with operating instructions and OHS practices 3.6 Dryers are monitored for correct operation 3.7 Dryer operating faults are identified and reported 3.8 Risks associated with spontaneous combustion are identified and product cool down procedures are followed 3.9 Unloading is assessed

## Range Statement

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### Legislative/regulatory requirements

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Machines may include:

- dryers
- loading and unloading equipment
- conveyors
- transfer equipment

Drying program may include:

- drying cycles
- temperature
- time

### OHS practices

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Tools, equipment and material used in this unit may include:

### Tools and equipment

- dryers
- loading and unloading equipment
- conveyors
- transfer equipment

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

Consistency in performance

Consistently applies skills and knowledge when:

- organizing work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognizing and adapting to cultural differences in the workplace, including modes of behavior and interactions
- completing work systematically with attention to detail without damage to goods and equipment

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

Demonstrates skills and knowledge to:

- interpret production schedules and work load priorities
- load machine appropriately
- select program
- monitor process operation

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• machine operation, program selection, and monitoring procedures</li> <li>• level of operator responsibility for equipment maintenance and monitoring</li> <li>• characteristics and hazards of working with heat and steam</li> <li>• procedures for product cool down and minimization of spontaneous combustion</li> <li>• safety and environmental aspects of related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials</li> <li>• workplace practices</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• quality practices</li> <li>• practices for recording and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• use machines and related equipment</li> <li>• classify and sort product</li> <li>• follow dryer cleaning schedule</li> <li>• identify faults</li> <li>• maintain quality requirements for each stage of the process</li> <li>• interpret and apply established procedures</li> <li>• document, assess, and transfer information</li> <li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>

**Unit 14**

<b>UNIT TITLE</b>	Conduct safe handling of laundry chemicals.				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to handle and work with chemicals commonly used in laundry operations.				
<b>CODE</b>	TOU08S1U13V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Access workplace information on cleaning chemicals.	1.1 Relevant regulations and codes of practice relating to the control of hazardous substances are identified 1.2 Workplace information regarding the safe handling of cleaning chemicals is accessed 1.3 Workplace procedures relating to cleaning chemicals are identified 1.4 Personal responsibilities in working with cleaning chemicals are identified 1.5 Material Safety Data Sheets (MSDS) for cleaning chemicals are identified and common terminology interpreted
2. Identify control measures.	2.1 Risks associated with cleaning chemicals are identified 2.2 Measures for controlling risks associated with cleaning chemicals are identified 2.3 Personal Protective Equipment relevant to the use of cleaning chemicals are identified
3. Apply safe handling of cleaning chemicals.	3.1 Personal Protective Equipment is used correctly 3.2 Work area is adequately ventilated and ignition sources eliminated 3.3 Cleaning chemicals are handled and stored according to OHS practices and workplace requirements. 3.4 Machinery and equipment associated with use of cleaning chemicals are operated safely 3.5 OHS issues, faults, or emergencies are reported to the relevant personnel 3.6 Accidents and emergencies are acted upon according to procedures for the cleaning chemical 3.7 Housekeeping is conducted and work area standards maintained



## Range Statement

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**Legislative/regulatory requirements**

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

**Workplace information may include:**

- **Material Safety Data Sheets for hazardous substances**
- **workplace procedures**
- **signage and labelling**
- **verbal instruction**

**Cleaning chemicals may include:**

- **liquid silicon**
- **detergent**
- **chlorine bleach**

- oxy bleach
- builder
- starch
- fabric conditioner
- laundry sour
- caustic alkali

Personal responsibilities may include:

- following OHS procedures
- following workplace procedures
- reporting incidents
- using personal protective equipment

Risks may include:

- mixing of chemicals
- spills and leaks in the workplace
- chemical fires
- exposure to perchlorethylene or other cleaning chemicals via absorption, inhalation or ingestion

OHS practices may include:

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- Material Safety Data Sheets
- manual handling techniques
- standard operating procedures
- Personal Protective Equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Common MSDS terms include:

- acute effect
- acute toxicity
- asphyxiate
- ceiling
- carcinogen
- chronic effect
- chronic toxicity
- combustible material
- corrosive
- decomposition
- dermal
- flash point
- flammable material
- ingestion

- irritant
- mutagen
- oxidizer
- pH
- reactivity
- sensitizer
- solubility
- STEL
- teratogen
- TLV
- toxicity
- toxic substance
- TWA

Tools, equipment and material used in this unit may include:

#### Tools and equipment

- Washing Machine

#### Materials

- liquid silicon
- detergent
- chlorine bleach
- oxy bleach
- builder
- starch
- fabric conditioner
- laundry sour
- caustic alkali

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

#### **Consistency in performance**

Consistently applies skills and knowledge when:

- organizing work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognizing and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

Demonstrates skills and knowledge to:

- identify and apply workplace information on cleaning chemicals
- apply safety procedures in working with cleaning chemicals used in the workplace
- apply control measures to address risks
- respond appropriately to accidents and incidents
- complete required reporting and documentation.

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• regulations and codes of practice which govern the control of cleaning chemicals in the workplace</li> <li>• workplace procedures relating to cleaning chemical use</li> <li>• personal responsibilities in the control of cleaning chemicals in the workplace</li> <li>• risks of exposure to chemicals by absorption, inhalation and ingestion</li> <li>• health risks arising from exposure to cleaning chemicals</li> <li>• the meaning of common MSDS terms</li> <li>• risks associated with operating machinery or equipment that use cleaning chemicals</li> <li>• procedures for the mixing of chemicals and other agents</li> <li>• correct use of Personal Protective Equipment</li> <li>• workplace procedures for the reporting of emergencies or OHS issues</li> <li>• workplace procedures for the control of chemical spills and fires</li> <li>• OHS practices, including hazard identification and control measures</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between toxic agents, corrosives, reactive; and flammables and combustibles.</li> <li>• identify and locate MSDS and other available safety information on cleaning chemicals</li> <li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, Material Safety Data Sheets, and other reference material</li> <li>• use Personal Protective Equipment</li> <li>• transfer, store and dispose of cleaning chemicals safely</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> <li>•</li> </ul>

**Unit 15**

<b>UNIT TITLE</b>	<b>Press whole garments</b>				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to press whole garments. Garments may include shirts, trousers, dresses, skirts, tailored jackets and evening wear. Fabrics could include wool suiting's, satin, velvet, chiffon, silks, linen, and lace.				
<b>CODE</b>	TOU08S1U14V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare workstation	1.1. Work area is set up according to OHS practices. 1.2 Pressing equipment is cleaned and checked. 1.3 Routine minor maintenance is performed. 1.4 Work is laid out in correct proximity and sequence.
2. Press garment	2.1 2.1 Garment is received, quality checked, and any follow-up action determined. 2.2 Faults, spots and marks are identified and appropriate action taken. 2.3 Appropriate attachments are selected and used. 2.4 Pressing is sequenced. 2.5 Work is positioned on pressing equipment according to product requirements. 2.6 Heat, steam, vacuum, pressure and time are applied according to product requirements and fabric specifications. 2.7 Work is pressed according to OHS practices. 2.8 Equipment and work handling are controlled for variations in work type and construction and pressing requirements.
3. Folding and stacking	3.1 Dry folding equipment shall be in good operating condition to properly fold the textiles without damage. 3.2 The folding and stacking process shall ensure that the textile merchandise is maintained in the same hygienically clean state as was achieved when it emerged from washing. 3.3 The folding and stacking procedures shall meet the needs and expectations of the customer.

	3.4 If any textiles become soiled in this process, they shall be rewashed in accordance with HLAC Standard
4. Despatch pressed garments	<p>4.1 Pressed garment is inspected and compared against workplace pressing standards.</p> <p>4.2 Results of inspection of work are recorded.</p> <p>4.3 Subsequent action to correct faulty work is reported and recorded.</p> <p>4.4 Preventative action taken to avoid any recurrence of faulty work is recorded.</p> <p>4.5 Pressed garment is hung or packed and directed to required despatch area, despatch storage or packing sections.</p>

## Range Statement

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### Legislative/regulatory requirements

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

### OHS practices

OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Pressing equipment may include:

- irons
- presses
- industrial steam irons
- suction boards
- sleeve board
- sleeve roll
- tailor's ham

- tailor's mitt
- velvet pin board

Routine minor maintenance may include:

- washing out or replacing cover and padding
- shaking out rubber mat
- brushing and air-blowing wire mesh
- applying sole-cleaning compounds to hand irons
- Garment may include: shirts
- trousers
- dresses
- skirts
- tailored jackets
- evening wear

Reported and recorded

- records may be written, or shown by the attachment of a ticket, and reports may be written or verbal

Tools, equipment and material used in this unit may include:

Tools and equipment

- irons
- presses
- industrial steam irons
- suction boards
- sleeve board
- sleeve roll
- tailor's ham
- tailor's mitt
- velvet pin board

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

Consistency in performance

Consistently applies skills and knowledge when:

- organizing work
- completing tasks according to instructions
- working systematically with attention to detail
- identifying improvements and avoiding damage
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents



- assessing operational readiness of equipment
- recognizing and adapting to cultural differences in the workplace, including modes of behaviour and interactions

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

Critical aspects of evidence

Demonstrates skills and knowledge to:

- check work against specifications and pressing instructions
- prepare pressing equipment and work before commencing pressing operations
- apply pressing techniques
- apply OHS practices
- maintain accurate records

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• pressing requirements and characteristics of a variety of fabrics and other materials used in garment assembly</li><li>• sewing techniques used in complex whole garments such as tailored jackets, evening wear, shirts, dresses, trousers, skirts, and how pressing impacts on the finish</li><li>• quality standards and practices</li></ul>	<ul style="list-style-type: none"><li>• handle, receive and press garments</li><li>• consistently achieve quality and production output requirements</li><li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• communicate within the workplace</li></ul>

<ul style="list-style-type: none"><li>• OHS practices, including hazard identification and control measures</li><li>• workplace practices</li><li>• recording and reporting practices</li></ul>	<ul style="list-style-type: none"><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to OHS practices</li></ul>
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**Unit 16**

<b>UNIT TITLE</b>	Receive and sort articles for cleaning				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to receive and sort articles such as garments and linen for recording and classification before cleaning.				
<b>CODE</b>	TOU08S1U15V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Receive articles	1.1 Articles are received, recorded and identified according to industry procedures 1.2 Any existing damage, missing components or other related detail is recorded 1.3 Product handling procedures and instructions are interpreted and applied
2. Classify soiled articles	2.1 Articles to be processed are identified from manufacturer labels and care labelling or workplace testing procedures 2.2 Articles are classified as to colour, fragile and fabric type 2.3 Knowledge of classifying processes are applied to perform required tasks
3. Remove foreign objects and return lost property	3.1 Procedures for the identification, removal and disposal of foreign objects and lost property from the products are correctly followed 3.2 All safety procedures are adhered to in accordance with OHS practices
4. Carry out preparation procedures	4.1 Preparation procedures for the correct handling of articles are applied

	<p>4.2 Any special requirements are noted and taken into account during the preparation</p> <p>4.3 Machinery and equipment used to prepare articles, including special requirements, are operated correctly</p>
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## Range Statement

- The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### Legislative/regulatory requirements

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Articles may include:

- clothing, garments or fabric accessories
- kitchen linen
- hospitality linen
- other fabric products

Product handling procedures may include:

- handling of foreign objects
- dealing with lost property
- manual handling of garments
- interaction with customers
- processing of payments
- handling of damaged and missing components
- safety procedures, including the use of protective clothing

OHS practices

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling

- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Machines and equipment may include:

- towel unwinding machines
- tying machines
- marking equipment
- overhead rail and bagging systems
- conveyor systems
- automatic bin counting systems

Tools, equipment and material used in this unit may include:

Tools and equipment:

- towel unwinding machines
- tying machines
- marking equipment
- overhead rail and bagging systems
- conveyor systems
- automatic bin counting systems

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

Consistently applies skills and knowledge when:

- organising work
- completing tasks

- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions

completing work systematically with attention to detail without damage to goods and equipment

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment and to information on workplace practices and OHS practices.

### Critical aspects (for assessment)

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Demonstrates skills and knowledge to:

- maintain accurate records for articles received
- identify correct classification types for articles
- ensure foreign objects or lost property is removed from articles
- prepare articles for dry cleaning or laundering
- identify correct classification types for articles

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• workplace or store policies and procedures</li> <li>• range of processes available</li> <li>• care and maintenance procedures for articles</li> <li>• customer service and cash handling procedures</li> <li>• environmental aspects of related to workplace operation and manual handling</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• infection control procedures</li> <li>• quality practices</li> <li>• workplace practices</li> <li>• practices for recording and reporting</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• interpret care instructions from labels</li> <li>• identify reasons for classification</li> <li>• remove and handle foreign objects</li> <li>• recognize colors, fabric types, and fragility of fabrics</li> <li>• use related equipment</li> <li>• interpret and apply established procedures</li> <li>• document, assess, and transfer information</li> <li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>

**Unit 17**

<b>UNIT TITLE</b>	Finish products for despatch				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to operate finishing equipment, inspect products and fold and prepare finished products for despatch.				
<b>CODE</b>	TOU08S1U16V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Operate finishing equipment	1.1 Procedures for checking, start up and stopping of finishing equipment are performed 1.2 Safety requirements related to machine overrides and protective clothing are followed 1.3 Schedules are followed or checked to ensure workplace requirements are met 1.4 Product is classified and sorted according to finishing and rework requirements 1.5 Products are prepared for finishing in accordance with product requirements 1.6 Product is fed into finishing equipment manually or by use of proper aids 1.7 Machines are monitored and adjusted in accordance with specified procedures and consistent with operators' skill level 1.8 Operating faults are identified and reported
2. Inspect product	2.1 Products are inspected for conformance to quality standards 2.2 Products not meeting quality standards are rejected or returned for rework 2.3 Damaged or torn products are identified for repair or return 2.4 Rewash, repair or condemned product is deposited in appropriate container 2.5 Records are completed



### *Competency Standard for Automotive Maintenance*

3. Prepare finished products for dispatch	3.1 Product is folded to meet workplace requirements 3.2 Products are classified 3.3 Storage equipment is checked before products are packed 3.4 Products are stored for distribution in allocated area 3.5 Finished product records are accurately maintained
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## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

#### **Legislative/regulatory requirements**

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

#### **Finishing equipment may include:**

#### **pressing equipment, which may include:**

- roller or chest ironer
- towel folder or team folder
- tunnel finishers or steam tunnel
- stacker or feeder
- trouser topper
- trouser legger
- dolly
- puffer
- dry press
- hand iron
- hot head press
- coat press
- feeding equipment
- single or multi roller iron

#### **OHS practices**

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may

include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping

training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative/regulatory requirements

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Finishing equipment may include:

pressing equipment, which may include:

- roller or chest ironer
- towel folder or team folder
- tunnel finishers or steam tunnel
- stacker or feeder
- trouser topper
- trouser legger
- dolly
- puffer
- dry press
- hand iron
- hot head press
- coat press
- feeding equipment
- single or multi roller iron

OHS practices

OHS practices must include hazard identification and control, risk assessment and

implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Tools, equipment and material used in this unit may include:

#### Tools and equipment

- roller or chest ironer
- towel folder or team folder
- tunnel finishers or steam tunnel
- stacker or feeder
- trouser topper
- trouser legger
- dolly
- puffer
- dry press
- hand iron
- hot head press
- coat press
- feeding equipment
- single or multi roller iron

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

Critical aspects of evidence to be considered

Demonstrates skills and knowledge to:

- interpret production schedules and work load priorities
- operate finishing equipment
- inspect product
- finish and fold product

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• machine operation, program selection, and monitoring procedures</li><li>• level of operator responsibility for equipment maintenance and monitoring</li><li>• safety and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials</li><li>• workplace practices</li><li>• OHS practices, including hazard identification and control measures</li><li>• quality practices</li><li>• practices for recording and reporting.</li></ul>	<ul style="list-style-type: none"><li>• determine load sizes</li><li>• use machines and related equipment</li><li>• classify and sort product</li><li>• maintain quality requirements for each stage of the process</li><li>• apply defined procedures</li><li>• receive and transfer information</li><li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• communicate within the workplace</li><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to OHS practices</li></ul>

## Unit 18

<b>UNIT TITLE</b>	Repair damaged laundry items				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to perform repairs on laundry items.				
<b>CODE</b>	TOU08S1U17V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for operation	1.1 Workstation is set up in accordance with OH &S practices and workplace requirements 1.2 Equipment is set up in accordance with specification for the work 1.3 Personal protective equipment is identified and applied
2. Operate mending equipment	2.1 Product is checked for repair or condemning 2.2 Repair requirements for damaged products are determined and performed in accordance with required specifications 2.3 Specialists or appropriate personnel are consulted where necessary on repair requirements 2.4 Equipment is operated in accordance with manufacturer's specifications and workplace procedures 2.5 Operating faults are identified and reported
3. Maintain product repair records	3.1 Finished product repair records are accurately maintained to meet workplace requirements

### Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

OH&S practices OH&S practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
  - standard operating procedures
  - personal protective equipment
  - safe materials handling
  - taking of rest breaks
  - ergonomic arrangement of workplaces
  - following marked walkways
  - safe storage of equipment
  - housekeeping
  - reporting accidents and incidents
  - other OH&S practices relevant to the job and enterprise
- Equipment may include:
- sewing machine
  - marking machine
  - heat seal machine
  - over locker
  - button sewing machine
  - darning machine
  - stud machine
  - vulcaniser
  - thermal patching machine
  - other related equipment/machines
- Repair requirements may include:
- machine sewing
  - hand sewing
  - heat seating or patching
  - remarking products
  - resizing

Tools, equipment and material used in this unit may include:

Tools and equipment:

- sewing machine

- marking machine
- heat seal machine
- over locker
- button sewing machine
- darning machine
- stud machine
- vulcaniser
- thermal patching machine
- other related equipment/machines

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

#### Consistency in performance

Consistently applies skills and knowledge when:

- organizing work
- completing tasks
- identifying improvements
- using workplace practices
- using OH&S practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognizing and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

Critical aspects for assessment and evidence required to demonstrate competency in this unit



Demonstrates skills and knowledge to:

- select equipment for specific tasks
- identify, grade, and classify repair requirements
- perform repairs
- monitor process operation

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time. This unit may be assessed independently or in combination with other relevant units.

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• machine and equipment applications, operation, monitoring and adjustment procedures</li> <li>• knowledge of fibres and fabrics</li> <li>• repair techniques and procedures</li> <li>• safety and environmental aspects of related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials</li> <li>• workplace practices</li> <li>• OH&amp;S practices, including hazard identification and control measures</li> <li>• quality practices</li> <li>• recording and reporting practices</li> </ul>	<ul style="list-style-type: none"> <li>• prepare work area and machine</li> <li>• use equipment and make adjustments</li> <li>• carry out a range of repairs</li> <li>• inspect finished products</li> <li>• maintain quality requirements for each stage of the process</li> <li>• interpret and apply established procedures</li> <li>• document, assess, and transfer information</li> <li>• read, interpret, and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> </ul>

	<ul style="list-style-type: none"><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to OH&amp;S practices</li></ul>
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