



# Clean and maintain kitchen equipment and utensils

D1.HRS.CL1.03

Assessor Manual





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**Assessor Manual**



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Specialist centre  
for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

## Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

## Assessing Competency

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

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

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

### ***Pass Competent (PC)***

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

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

### ***Not Yet Competent' (NYC)***

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

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

The participant may be required to:

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

## Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

## Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

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

## Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **Instructions and Checklist for Assessors**

### ***Instructions***

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

### ***Preparation***

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

### ***Briefing checklist***

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

## Checklist for Assessors

	Tick (✓)	Remarks
<b>Prior to the assessment I have:</b>		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
<b>After the assessment I have:</b>		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

## Instructions for Recording Competency

### *Specifications for Recording Competency*

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for Different Assessment Methods

### *Specifications for Work Project Assessment*

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):
 

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:
    - a) *Using the 'X' method of assessment*
    - b) *At 'X' location*
    - c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?”
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Oral Question Assessment***

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):  
*“These oral questions are part of the formal assessment for the unit of competency titled X.*  
*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*  
*We have 60 minutes for this assessment.*
  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Written Question Assessment**

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

*“These written questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability.*

*You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.*

*Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.*

*We have X time for this assessment:*

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Observation Checklist***

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

### ***Specifications for Third Party Statement***

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

## Competency Standard

<b>UNIT TITLE:</b> CLEAN AND MAINTAIN KITCHEN EQUIPMENT AND UTENSILS		<b>NOMINAL HOURS:</b> 20
<b>UNIT NUMBER:</b> D1.HRS.CL1.03		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to clean kitchen premises, and to clean and perform basic maintenance on, equipment, utensils and premises within the hotel industries workplace context		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Clean kitchen premises</b></p> <p><b>1.1</b> Identify the <i>areas that may require cleaning</i> in a kitchen premises environment and the <i>frequency of cleaning</i> for each identified area</p> <p><b>1.2</b> Select appropriate <i>cleaning utensils and chemicals</i></p> <p><b>1.3</b> Implement cleaning procedures in accordance with <i>enterprise and legislated requirements</i></p> <p><b>1.4</b> Identify and address <i>cleaning and sanitising needs that arise</i> in addition to scheduled cleaning requirements</p> <p><b>1.5</b> <i>Store cleaning items</i> and chemicals, and clean where applicable, after cleaning has been completed</p> <p><b>1.6</b> Follow <i>emergency first aid procedures</i> in the event of a cleaning-related incident or accident</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that are responsible for the cleaning and maintaining of kitchen equipment and utensils within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Food and Beverage Service</li> <li>2. Food Production.</li> </ol> <p><i>Areas that may require cleaning</i> may include:</p> <ul style="list-style-type: none"> <li>• Floors, walls and ceilings</li> <li>• Doors and windows</li> <li>• Shelving and cupboards</li> <li>• Food preparation surfaces, including fixed and mobile benches</li> <li>• Exhaust fans, light covers, drains, sinks and food disposal units</li> <li>• Receiving areas, store rooms for dry, refrigerated and frozen items, service areas, preparation areas and rubbish storage areas.</li> </ul>	

**Element 2: Clean and maintain kitchen equipment and utensils**

**2.1** Identify the *equipment and utensils that may require cleaning* in a kitchen premises environment and the frequency of cleaning for each identified item

**2.2** Select appropriate cleaning utensils and chemicals

**2.3** Implement cleaning procedures in accordance with enterprise and legislated requirements

**2.4** *Store and protect equipment and utensils that have been cleaned ready for future use*

**2.5** Store cleaning items and chemicals, and clean where applicable, after cleaning has been completed

**2.6** Follow emergency first aid procedures in the event of a cleaning-related incident or accident

**Element 3: Perform basic maintenance on kitchen equipment, utensils and premises**

**3.1** Perform *basic premises maintenance* activities as necessary

**3.2** Perform *basic maintenance activities on equipment and utensils* as necessary

**3.3** Report maintenance requirements that cannot be satisfactorily addressed

*Frequency of cleaning* may include:

- After each use
- After each session
- Daily, weekly, fortnightly, monthly, three-monthly and half-yearly
- Disassembling and reassembling equipment and items in line with cleaning requirements at each cleaning activity.

*Cleaning utensils and chemicals* should include:

- Brooms, mops, high pressure hoses, cleaning cloths, squeegees, buckets, brushes, floor scrubbers
- Cleaning chemicals, including detergents, sanitisers, deodorants, de-greasers, disinfectants, drying agents
- Consideration of safe manual handling techniques when using cleaning equipment and when lifting, moving or cleaning heavy, hot, cold, wet, slippery, or otherwise dangerous items.

*Enterprise and legislated requirements* will relate to:

- Understanding and implementation of the food safety plan/program for the premises
- Implementation of workplace cleaning rosters, schedules and cleaning sheets
- Details of policies and procedures of the host enterprise
- Details of the statutory requirements of the legislation of the host country in regard to the safety and hygiene of food premises, and environmental concerns relating to waste disposal especially of food waste, fats and oils and chemical agents.

*Cleaning and sanitising needs that arise* may relate to:

- Spills and dropped items
- Immediate need for items/areas that are not scheduled for immediate cleaning

#### Element 4: Handle waste and laundry requirements

- 4.1 Dispose of *internal waste* in accordance with enterprise and legislated requirements
- 4.2 Maintain waste disposal area in a clean and sanitary condition
- 4.3 Gather *dirty linen* from kitchen and associated departments and *process dirty linen*

- Workplace incidents and accidents that should include cleaning up in all back-of-house areas, such as receival areas, stores, preparation areas, plating and service areas
  - Equipment overflow or malfunction.
- Store cleaning items* should include:
- Cleaning and sanitising equipment
  - Undertaking basic repairs and maintenance
  - Ordering or requisitioning replacement items and/or chemicals
  - Replacing cleaning items and chemicals into the designated location ready for immediate re-use.
- Emergency first aid procedures* may include:
- Notifying internal first aid officers of emergencies
  - Contacting external emergency services for assistance
  - Administering basic first aid for minor cuts, bruises, abrasions, burns and scalds
  - Administering basic first aid in accordance with relevant chemical information sheets where chemicals have been spilled on skin, been ingested, or have entered into the eyes.
- Equipment and utensils that may require cleaning* may include:
- All types of gas, electrical and steam-powered food preparation equipment including:
    - Large kitchen equipment, such as dishwashers, stoves, bratt pans, provers, deep fat fryers, grill plates, mixers, bain-maries, general cooking appliances, waste disposal units
    - Medium-size equipment, such as blending sticks, microwaves, mixers, salamanders
    - Small equipment, such as toasters, slicers, hand-held electrical equipment
  - Saucepans, fry pans, pots, pans, steamers, dishes, cutlery, whisks, strainers, knives
  - Food containers, chopping boards, platters, bowls, presentation stands and units
  - Internal and external waste and rubbish bins.

	<p><i>Store and protect equipment and utensils</i> may involve:</p> <ul style="list-style-type: none"><li>• Drying items prior to storage</li><li>• Checking for damaged items and taking damaged items that pose a food safety, or other risk, out of service</li><li>• Protecting clean items from re-contamination</li><li>• Ordering or requisitioning new/extra items where stock levels fall below acceptable levels</li><li>• Handling items so as to avoid damage and injury.</li></ul> <p><i>Basic premises maintenance</i> may include:</p> <ul style="list-style-type: none"><li>• Tightening loose fittings</li><li>• Replacing minor items that are damaged, that pose a food safety or other risk, or which pose a threat to operational effectiveness</li><li>• Replacing light globes, tubes, starters and covers, as required</li><li>• Replacing torn or damaged fly screens</li><li>• Taking short-term remedial action to prevent a dangerous, or sub-standard situation, from worsening</li><li>• Contacting the relevant person/department to effect professional repairs, as required.</li></ul> <p><i>Basic maintenance activities on equipment and utensils</i> may include:</p> <ul style="list-style-type: none"><li>• Oiling and greasing</li><li>• Following manufacturer's instructions in relation to on-site basic preventative maintenance</li><li>• Tightening screws, replacing user-serviceable parts such as filters, washers, strainers, seals, and o-rings</li><li>• Taking unserviceable units out of service</li><li>• Reporting items that are dangerous and/or which are unable to be repaired/maintained in-house.</li></ul>
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*Internal waste* may include:

- Food waste
- Liquid waste
- Chemical waste
- Fats and oils
- Food wrapping, including containers, cartons, plastic material, bottles, jars and glass, cans, aluminium-based products, recyclable materials, paper and cardboard
- Waste matter from departments serviced by the kitchen.

*Dirty linen* may include:

- Uniforms
- Cleaning cloths, tea towels
- Table linen
- Linen from departments serviced by the kitchen.

*Process dirty linen* may include:

- Sorting into designated types and piles
- Identifying and marking stains
- Notifying the laundry of laundry requirements by type and quantity
- Transporting dirty linen to the laundry
- Returning clean linen to the kitchen.

#### **Assessment Guide**

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

- Knowledge of enterprise standards relating to cleaning, cleanliness and sanitation

- Knowledge of basic principles of cleaning, following a logical and efficient work flow
- Ability to safely use chemicals in a cleaning context
- Ability to adhere to the food safety plan/program used by the host enterprise
- Knowledge of food safety hazards posed by unclean premises, equipment and utensils in the workplace
- Knowledge of sources of equipment/utensils contamination and how to identify and minimise/eliminate them
- Overview of the relevant host country legislation in relation to cleaning and general maintenance, and overall condition of food premises and food equipment and utensils
- Ability to use cleaning and sanitising chemicals, techniques and protocols
- Knowledge of basic first aid procedures to be used in the event of chemical poisoning or accident
- Ability to undertake basic maintenance duties in kitchens, on food premises and with food equipment/utensils
- Knowledge of safe manual handling techniques.

**Linkages To Other Units**

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Establish and maintain a safe working environment
- Launder linen and guests' clothes
- Clean and maintain industrial work area and equipment
- Follow safety and security procedures.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of the food safety plan/program cleaning requirements for the host enterprise
- Demonstrated ability to clean a range of nominated food areas within a kitchen context
- Demonstrated ability to clean and sanitise a range of nominated food-related pieces of equipment, and items of utensils
- Demonstrated ability to clean and store cleaning materials
- Demonstrated ability to provide basic maintenance activities on premises and equipment / utensils in a kitchen environment.

**Context of Assessment**

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

**Resource Implications**

Training and assessment to include access to a real or simulated workplace and use of real products, materials, premises, equipment, utensils, chemicals and maintenance gear; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

**Assessment Methods**

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions

- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

#### Key Competencies in this Unit

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating*

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Read instructions and labels, clean schedules, maintenance requirements
Communicating ideas and information	1	Report maintenance needs and cleaning issues to others
Planning and organising activities	2	Schedule cleaning and maintenance activities
Working with others and in teams	1	Liaise with kitchen staff to address identified needs and problems; undertake cleaning activities to support emerging workplace demands
Using mathematical ideas and techniques	1	Calculate quantities of chemicals required for cleaning and identifying food-related times and temperatures
Solving problems	2	Repair and maintain premises, equipment and utensils
Using technology	1	Operate cleaning equipment and repair tools

## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Clean and maintain kitchen equipment and utensils D1.HRS.CL1.03
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Identify areas in your work area which require cleaning and describe the frequency of cleaning required for each.	<input type="checkbox"/>	<input type="checkbox"/>
2. Name one cleaning task in your workplace and identify the chemicals and cleaning items appropriate to the job.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Name one workplace cleaning task and describe the enterprise requirements applying to that job.	<input type="checkbox"/>	<input type="checkbox"/>
4. How can you identify the need for cleaning/sanitising of equipment, areas or utensils in addition to scheduled cleaning?	<input type="checkbox"/>	<input type="checkbox"/>
5. You have just finished using a mop and bucket to wet mop the floor of a kitchen: explain what you will do to these items prior to storing them.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. A staff member has spilled a chemical onto their skin: how will you respond?	<input type="checkbox"/>	<input type="checkbox"/>
7. Name one item of equipment that needs to be cleaned on a regular basis in the kitchen where you work and describe the cleaning process for this item.	<input type="checkbox"/>	<input type="checkbox"/>
8. What cleaning chemicals and equipment would you use to clean and sanitise the item identified in the previous question?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What legislated requirements apply to cleaning of food preparation equipment?	<input type="checkbox"/>	<input type="checkbox"/>
10. What precautions do you take to ensure cleaned and sanitised food-related items are kept clean and ready for use without becoming re-contaminated?	<input type="checkbox"/>	<input type="checkbox"/>
11. What safety protocols apply to the safe storage of chemicals used for cleaning?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. A staff member has swallowed a chemical used for cleaning: how will you determine the action that should be taken to provide first aid to the worker?	<input type="checkbox"/>	<input type="checkbox"/>
13. Give an example of the basic maintenance you are required to carry out to the premises where you work.	<input type="checkbox"/>	<input type="checkbox"/>
14. Nominate one piece of kitchen equipment and describe the basic maintenance you are required to carry out on it.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. You have identified a need for maintenance you are unable to effectively address: how will you respond to this situation?	<input type="checkbox"/>	<input type="checkbox"/>
16. What protocols apply to the removal of waste from inside the kitchen/food area to external waste bins?	<input type="checkbox"/>	<input type="checkbox"/>
17. Describe how the external waste disposal area and bins can be maintained in a clean and sanitary condition.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Describe the practices involved in collecting and processing dirty kitchen linen in your workplace.	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Clean and maintain kitchen equipment and utensils – D1.HRS.CL1.03

**Student Name:** \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. What determines the frequency of cleaning?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Name 10 areas that require cleaning in the kitchen environment

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What does the cleaning schedule determine?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Name 5 cleaning utensil used in the kitchen

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Where do you find safety guideline for using cleaning chemical?

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6. What determines the level of cleaning undertaken in the kitchen?

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7. What does recycle mean in the subject of waste?

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8. Why would you need emergency cleaning procedures?

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9. Who is responsible for safety in the workplace?

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10. What condition should cleaning equipment be left in when cleaning is finished?

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11. Where should cleaning equipment be stored?

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12. When using cleaning chemicals, where do you find 'first aid' instructions for these chemicals?

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13. When cleaning chemical is slashed in the skin, what is the recommended procedure?

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14. Identify 5 types of kitchen equipment and the frequency that they need to be cleaned

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15. What needs to be done after equipment is cleaned and sanitised?

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16. Name 6 utensils used to clean in the Kitchen

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17. Name 4 cleaning chemical normally found in kitchens

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18. What condition must eating utensils be before they can be used by customers to eat food?

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19. What must not accumulate on the premises where food is produced?

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20. How should utensils and equipment be stored prior to be being used?

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21. How should cleaning equipment be stored?

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22. When cleaning chemical comes into contact with human skin, what is the first aid procedure?

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23. Give 4 basic maintenance you might need to do in the kitchen

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24. When does basic maintenance occur in the kitchen?

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25. To whom do you report maintenance requirements?

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26. Define 'internal waste'?

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27. How should you find waste disposal areas?

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28. What types of laundry might you find in the kitchen areas?

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# Answers to Written Questions

## Clean and maintain kitchen equipment and utensils – D1.HRS.CL1.03

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

**1. What determines the frequency of cleaning?**

Cleaning Schedule in Food Safety Plan.

**2. Name 10 areas that require cleaning in the kitchen environment**

Floor, storeroom, staff change room, workbenches, grease traps, pots, pans, utensils, Sinks, walls, drains, garbage storage area, goods receival area, air conditioning outlets, vents, windows.

**3. What does the cleaning schedule determine?**

- What is to be cleaned
- When it is to be cleaned
- Who is to clean
- With what do you clean
- Occupational Safety and Health requirements for said cleaning.

**4. Name 5 cleaning utensil used in the kitchen**

Mops, brooms, sponges, protective gloves, protective goggles, scrubbing machines and garbage receptacles.

**5. Where do you find safety guideline for using cleaning chemical?**

On the MSDS Material safety data sheet.

**6. What determines the level of cleaning undertaken in the kitchen?**

They must adhere to the legislative requirements of the local or state government.

**7. What does recycle mean in the subject of waste?**

Waste products that can be remade into something else.

**8. Why would you need emergency cleaning procedures?**

Customer safety, Employee safety.

**9. Who is responsible for safety in the workplace?**

Everybody.

**10. What condition should cleaning equipment be left in when cleaning is finished?**

Clean, sanitise if needed, ready to be used next time.

**11. Where should cleaning equipment be stored?**

In a designated storage area away from food preparation areas.

**12. When using cleaning chemicals, where do you find 'first aid' instructions for these chemicals?**

On the MSDS Material Safety Data Sheet.

**13. When cleaning chemical is slashed in the skin, what is the recommended procedure?**

Remove any clothing and flush with clean running water.

**14. Identify 5 types of kitchen equipment and the frequency that they need to be cleaned**

- Chopping boards - Every time foodstuff changes
- Stainless steel bowls - After every use
- Knives - After every use
- Storage containers - Every time they are emptied
- Workbenches - After every job is finished
- Pots and pans - After every use
- Stove tops – Daily.

**15. What needs to be done after equipment is cleaned and sanitised?**

It must be stored or stacked in designated place ready for future use.

**16. Name 6 utensils used to clean in the Kitchen.**

Mop, broom, scourers, protective eyewear and gloves, face masks, non-slip footwear, garbage receptacles, vacuum cleaners.

**17. Name 4 cleaning chemical normally found in kitchens.**

Detergent, drain cleaner, Grill/oven cleaner, dishwasher detergents, bleach, drain cleaner and sanitisers.

**18. What condition must eating utensils be before they can be used by customers to eat food?**

Clean and sanitary condition.

**19. What must not accumulate on the premises where food is produced?**

- Garbage, except in garbage containers
- Recycled matter, except in containers
- Food waste
- Dirt
- Grease or
- Other visible matter.

**20. How should utensils and equipment be stored prior to being used?**

Clean and sanitised, ready for next use.

**21. How should cleaning equipment be stored?**

Clean and sanitised, ready for next use.

**22. When cleaning chemical comes into contact with human skin, what is the first aid procedure?**

Flush with clean water and seek medical advice.

**23. Give 4 basic maintenance you might need to do in the kitchen**

- Tightening loose fittings
- Replacing minor items that are damaged, that pose a food safety or other risk, or which pose a threat to operational effectiveness
- Replacing light globes, tubes, starters and covers, as required
- Replacing torn or damaged fly screens
- Taking short-term remedial action to prevent a dangerous or sub-standard situation, from worsening.

**24. When does basic maintenance occur in the kitchen?**

Every day.

**25. To whom do you report maintenance requirements?**

Chef or kitchen Manager or Maintenance manager

**26. Define 'internal waste'?**

- Food waste
- Liquid waste
- Chemical waste
- Fats and oils
- Food wrapping, including containers, cartons, plastic material, bottles, jars and glass, cans, aluminium-based products, recyclable materials, paper and cardboard
- Waste matter from departments serviced by the kitchen.

**27. How should you find waste disposal areas?**

In clean and tidy condition.

**28. What types of laundry might you find in the kitchen areas?**

- Uniforms
- Cleaning cloths, tea towels
- Table linen
- Linen from departments serviced by the kitchen.

# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Clean and maintain kitchen equipment and utensils D1.HRS.CL1.03
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Clean kitchen premises</li> <li>b) Clean and maintain kitchen equipment and utensils</li> <li>c) Perform basic maintenance on kitchen equipment, utensils and premises</li> <li>d) Handle waste and laundry requirements</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Clean kitchen premises</b>		
Identify the areas that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified area	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate cleaning utensils and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Implement cleaning procedures in accordance with enterprise and legislated requirements	<input type="checkbox"/>	<input type="checkbox"/>
Identify and address cleaning and sanitising needs that arise in addition to scheduled cleaning requirements	<input type="checkbox"/>	<input type="checkbox"/>
Store cleaning items and chemicals, and clean where applicable, after cleaning has been completed	<input type="checkbox"/>	<input type="checkbox"/>
Follow emergency first aid procedures in the event of a cleaning-related incident or accident	<input type="checkbox"/>	<input type="checkbox"/>

<b>Element 2: Clean and maintain kitchen equipment and utensils</b>		
Identify the equipment and utensils that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified item	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate cleaning utensils and chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Implement cleaning procedures in accordance with enterprise and legislated requirements	<input type="checkbox"/>	<input type="checkbox"/>
Store and protect equipment and utensils that have been cleaned ready for future use	<input type="checkbox"/>	<input type="checkbox"/>
Store cleaning items and chemicals, and clean where applicable, after cleaning has been completed	<input type="checkbox"/>	<input type="checkbox"/>
Follow emergency first aid procedures in the event of a cleaning-related incident or accident	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Perform basic maintenance on kitchen equipment, utensils and premises</b>		
Perform basic premises maintenance activities as necessary	<input type="checkbox"/>	<input type="checkbox"/>
Perform basic maintenance activities on equipment and utensils as necessary	<input type="checkbox"/>	<input type="checkbox"/>
Report maintenance requirements that cannot be satisfactorily addressed	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Handle waste and laundry requirements</b>		
Dispose of internal waste in accordance with enterprise and legislated requirements	<input type="checkbox"/>	<input type="checkbox"/>
Maintain waste disposal area in a clean and sanitary condition	<input type="checkbox"/>	<input type="checkbox"/>
Gather dirty linen from kitchen and associated departments and process dirty linen	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

**Candidate signature**

**Date**

**Assessor signature**

**Date**



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Clean and maintain kitchen equipment and utensils D1.HRS.CL1.03		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Identifies areas, equipment and utensils requiring cleaning in a kitchen premises environment and the frequency of cleaning for each identified area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects appropriate cleaning utensils and chemicals and implements cleaning in accordance with enterprise, legislated and arising need requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores cleaning items and chemicals after cleaning has been completed including cleaning of items as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows emergency first aid procedures in the event of a cleaning-related incident or accident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform basic premises, equipment and utensils maintenance activities as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports maintenance requirements that cannot be satisfactorily addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains waste disposal area in a clean and sanitary condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains waste disposal area in a clean and sanitary condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathers dirty linen from kitchen and associated departments and processes same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

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**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Clean and maintain kitchen equipment and utensils	D1.HRS.CL1.03
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Clean kitchen premises</b>						
Identify the areas that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified area						
Select appropriate cleaning utensils and chemicals						
Implement cleaning procedures in accordance with enterprise and legislated requirements						
Identify and address cleaning and sanitising needs that arise in addition to scheduled cleaning requirements						
Store cleaning items and chemicals, and clean where applicable, after cleaning has been completed						
Follow emergency first aid procedures in the event of a cleaning-related incident or accident						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 2: Clean and maintain kitchen equipment and utensils</b>						
Identify the equipment and utensils that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified item						
Select appropriate cleaning utensils and chemicals Implement cleaning procedures in accordance with enterprise and legislated requirements						
Store and protect equipment and utensils that have been cleaned ready for future use						
Store cleaning items and chemicals, and clean where applicable, after cleaning has been completed						
Follow emergency first aid procedures in the event of a cleaning-related incident or accident						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 3: Perform basic maintenance on kitchen equipment, utensils and premise</b>						
Perform basic premises maintenance activities as necessary						
Perform basic maintenance activities on equipment and utensils as necessary						
Report maintenance requirements that cannot be satisfactorily addressed						
<b>Element 4: Handle waste and laundry requirements</b>						
Dispose of internal waste in accordance with enterprise and legislated requirements						
Maintain waste disposal area in a clean and sanitary condition						
Gather dirty linen from kitchen and associated departments and process dirty linen						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			



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