



Clean and prepare rooms for incoming guests

D1.HHK.CL3.03

Assessor Manual



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Assessor Manual



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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
- 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 |
|--|----------|---------|
| Prior to the assessment I have: | | |
| 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. | | |
| During the assessment I have: | | |
| 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. | | |

| | Tick (✓) | Remarks |
|--|----------|---------|
| After the assessment I have: | | |
| 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

| | | |
|--|--|--------------------------|
| UNIT TITLE: CLEAN AND PREPARE ROOMS FOR INCOMING GUESTS | | NOMINAL HOURS: 30 |
| UNIT NUMBER: D1.HHK.CL3.03 | | |
| UNIT DESCRIPTOR: This unit deals with skills and knowledge required to clean and prepare rooms for in-coming guests by room attendants to deliver housekeeping services in an accommodation facility. | | |
| ELEMENTS AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE | |
| <p>Element 1: Identify the role of room attendants</p> <p>1.1 Describe the <i>services delivered by a room attendant</i></p> <p>1.2 Locate the position of room attendants within the enterprise</p> <p>1.3 Identify the <i>personal characteristics</i> required of a room attendant</p> <p>1.4 Describe <i>grooming and personal presentation standards</i> for a room attendant</p> <p>1.5 Interpret <i>enterprise policies and procedures</i> for the provision of housekeeping services</p> <p>1.6 Identify and explain <i>the role of communication</i> in the provision of housekeeping services</p> | <p>Unit Variables</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 the delivery of housekeeping services in an industry sector that provides accommodation facility to guests within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Housekeeping</p> <p>Services delivered by a room attendant may be related to:</p> <ul style="list-style-type: none"> • Routine housekeeping and room servicing/cleaning duties • Rotational cleaning duties • Special area cleaning, such as sauna, steam room, nominated outside areas and nominated inside areas/rooms which may include private offices and public areas • Turn down services • Cooperation with other staff and departments, as required. | |

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| <p>Element 2: Prepare for cleaning duties</p> <p>2.1 Replenish <i>linen room supplies</i></p> <p>2.2 Load <i>housekeeping trolley with supplies</i> for service</p> <p>2.3 Check <i>housekeeping trolley</i> prior to use</p> <p>2.4 Identify <i>rooms to be cleaned</i> for the shift</p> <p>2.5 Access and enter <i>guest room</i> appropriately</p> <p>Element 3: Make beds</p> <p>3.1 Strip and re-make <i>bed with fresh bed linen</i></p> <p>3.2 Re-make <i>bed using existing bed linen</i></p> <p>Element 4: Clean bathroom</p> <p>4.1 Clean <i>bath and shower area</i></p> <p>4.2 Clean <i>toilets</i></p> <p>4.3 Clean <i>vanity area</i></p> <p>4.4 Clean <i>floors</i></p> <p>4.5 Replenish <i>guest supplies</i></p> <p>Element 5: Clean room</p> <p>5.1 Follow <i>in-house requirements and policies in relation to room cleaning</i></p> <p>5.2 Clean <i>fixtures and fittings</i></p> <p>5.3 Vacuum <i>floors and other areas</i></p> <p>5.4 Clean <i>kitchenette area</i>, where applicable</p> <p>5.5 Replenish <i>guest supplies</i></p> | <p>Personal characteristics may be related to:</p> <ul style="list-style-type: none"> • Tact, diplomacy and discretion • Etiquette and good manners • Politeness and civility • Honesty and dedication • Willingness to be of genuine service • Attention to detail. <p>Grooming and personal presentation standards will include:</p> <ul style="list-style-type: none"> • Wearing of uniform • Personal hygiene • Personal appearance. <p>Enterprise policies and procedures may be related to:</p> <ul style="list-style-type: none"> • Service standards and protocols • Honesty • Treatment of VIPs • Use of enterprise equipment and facilities • Complementary goods and services, such as use of room supplies for guest rooms • Security and safety. <p>The role of communication should include:</p> <ul style="list-style-type: none"> • Use of appropriate verbal and non-verbal communication techniques with guests • Building rapport and goodwill • Honesty • Tact and diplomacy • Privacy and confidentiality issues |
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| | |
|--|---|
| <p>5.6 Check operational readiness of all items and equipment</p> <p>5.7 <i>Report and remedy room defects and damaged items</i></p> <p>5.8 Report <i>suspicious items or situations</i></p> <p>5.9 <i>Handle guest property left in room from which guest departed</i></p> <p>Element 6: Provide additional housekeeping services</p> <p>6.1 Provide turn-down service</p> <p>6.2 Carry out <i>rotational cleaning duties</i></p> <p>6.3 Lend equipment to guests, as requested in accordance with house policies</p> <p>Element 7: Prepare for next shift</p> <p>7.1 Complete required <i>records and notifications</i></p> <p>7.2 Dispose of rubbish</p> <p>7.3 Clean and store trolleys</p> <p>7.4 <i>Replenish stock items as necessary</i></p> <p>7.5 <i>Clean housekeeping equipment prior to storage</i></p> | <ul style="list-style-type: none"> • Notifying management of suspicious items or situations • Notifying housekeeping supervisor where room occupancy appears not to coincide with room status sheets. <p>Linen room supplies could include:</p> <ul style="list-style-type: none"> • Sheets of all sizes • Pillowcases • Bed skirts • Towels, bat mats, face washers • Blankets, duvets and duvet covers • Linen bags • Mattress and pillow protectors. <p>Load housekeeping trolley with supplies may include:</p> <ul style="list-style-type: none"> • Cleaning agents and chemicals including spray bottles • Vacuum cleaners • Mops, buckets, brushes, pans • Cleaning cloths and polishing cloths • Protective equipment, such as gloves • Consumables, including guest room supplies such as shampoo, conditioner, sewing kits, soap, pens, stationery, shower caps, tea, coffee, sugar, milk, biscuits • Promotional materials, local tourist information, refills for in-room compendiums. <p>Check housekeeping trolley may relate to:</p> <ul style="list-style-type: none"> • Safety • Appearance • Operational effectiveness • Completeness and readiness for work. |
|--|---|

| | |
|--|---|
| | <p>Identify rooms to be cleaned may include:</p> <ul style="list-style-type: none">• Head Housekeeper's briefing• Allocation according to room status, or similar sheets, or housekeeping report• Verbal notification from head of housekeeping or floor supervisor. <p>Access and enter guest room may include:</p> <ul style="list-style-type: none">• Positioning and leaving the trolley and the vacuum cleaner safely in the corridor outside the guest room• Conforming to establishment rules, such as specific requirements in relation to how to knock on door, observance of 'do not disturb' signs• Announcing housekeeping• Knocking on guest door• Observing appropriate waiting times before re-knocking and announcing entry to clean the room• Procedures for accessing rooms where there is no response to knocking and announcement• Using appropriate inter-personal and communication skills with guests who are in-room• Dealing with situations where guests are in bed, or in the bathroom. <p>Re-make bed with fresh bed linen may include:</p> <ul style="list-style-type: none">• Observing house requirements for safety, which may include wearing protective gloves, working in pairs• Complying with house requirements for making the bed, such as placement of blankets, etc., on chairs; specific bed making techniques to meet enterprise standards• Removing used bed linen, such as pillow cases and sheets and placing in linen bags• Checking mattress and pillow case protectors for stains and replacing, where necessary• Checking and replacing bed skirts, where necessary. |
|--|---|

Re-make bed using existing bed linen may include:

- Observing house requirements for safety, which may include wearing protective gloves, working in pairs
- Complying with required establishment frequency of changing bed linen
- Complying with required establishment procedures for where 'stay' changes are required, such as top sheet to bottom and bottom sheet to linen bag
- Complying with house requirements for making the bed, such as placement of blankets, etc., on chairs; specific bed making techniques to meet enterprise standards
- Removing used bed linen, such as pillow cases and sheets and placing in linen bags
- Checking mattress and pillow case protectors for stains and replacing, where necessary
- Checking and replacing bed skirts, where necessary.

Bath and shower may include:

- Wearing protective gloves
- Removing dirty/used towels, bath mats and face washers, in accordance with house policy
- Clearing plug holes of foreign material
- Washing, disinfecting and drying shower curtain/screen
- Cleaning, wiping, washing, drying and polishing tiles, tub, walls, etc., including taps, soap holders, fixtures and fittings
- Adjusting shower head, taps, etc., in accordance with house requirements to achieve standardization throughout the property
- Ensuring taps and shower are working as required.

Toilets may include:

- Wearing protective gloves
- Flushing toilet, pouring in cleanser and leaving to soak
- Washing lid and seat with detergent, disinfectant and drying

- Washing and drying outsides of the bowl
 - Washing and drying the cistern and polishing the button
 - Scouring bowl thoroughly using toilet brush
 - Flushing toilet to wash away dirt and residue
 - Placing a hygiene strip over the closed toilet lid
 - Conducting a final visual inspection.
- Vanity area* may include:
- Clearing plug holes of foreign material
 - Cleaning and drying shelves and replacing guest's toiletries, if applicable
 - Scrubbing hand basin, rinsing, then drying and polishing
 - Polishing fittings
 - Cleaning and drying wall tiles
 - Cleaning, drying and polishing bench top
 - Cleaning and polishing mirror
 - Checking under bench for cleanliness
 - Replenishing towels, including bath, face and hand and floor mats
 - Conducting a final visual inspection.
- Floors* may include:
- Scrubbing floor tiles using detergent and working towards exit door
 - Cleaning behind doors, in corners, under benches and fittings
 - Rinsing and drying.

Guest supplies may include:

- Emptying and disinfecting rubbish bins
- Replenishing supplies, such as shampoo, conditioner, soaps, hand cream, toilet paper, shower cap, shoe polisher, tooth brush and paste, comb, etc., in accordance with enterprise limits for each item
- Arranging items in approved and standard position in each room
- Meeting guest requests for additional supplies, as appropriate.

In-house requirements and policies in relation to room cleaning may relate to:

- Using room lights
- Positioning of curtains
- Setting of items, such as air conditioning, radio, tv channels, clocks
- Checking operation of all equipment, including remote control units
- Direction of cleaning, including cleaning sequences as designated by the property and conforming to cleaning activities for single room attendant or room attendants working in pairs
- Guest and workers' safety and security.

Fixtures and fittings may include spot cleaning, full cleaning, dusting, wiping, or other appropriate techniques:

- Emptying and disinfecting rubbish bins
- Cleaning of mirrors and glassware
- Cleaning of wardrobes, desks, cupboards, shelving and drawers
- Cleaning of soft furnishings
- Cleaning of light fittings, windows, smoke detector
- Cleaning of doors
- Cleaning of telephones

- Cleaning of electrical appliances, such as television, DVD player, clock, toaster, refrigerator
 - Replacing items that were loaned to guests back in their designated position
 - Cleaning outside patios and balconies.
- Floors and other areas may include:
- Picking up loose rubbish
 - Wet and dry vacuuming as required
 - Vacuuming exposed floor surfaces of different types/coverings, including under furniture
 - Vacuuming baseboards, upholstered furniture, ceilings, light fittings, corners, and window sills.
- Kitchenette area may include:
- Emptying and disinfecting rubbish bins
 - Washing dirty dishes and cutlery
 - Checking inventory for kitchenette and replacing items where necessary
 - Cleaning cooking equipment and items
 - Cleaning refrigerator
 - Wiping cupboards and drawers
 - Organizing and placing items to achieve standardization throughout the property
 - Replenishing tea towels, clothes and consumable kitchenette items, such as garbage bags, detergent
 - Cleaning, mopping, vacuuming and polishing floor.
- Guest supplies could include:
- Shampoo
 - Conditioner
 - Sewing kits
 - Soap

- Pens
- Stationery
- Shower caps
- Tea
- Coffee
- Sugar
- Milk
- Biscuits.

Report and remedy room defects may include:

- Replacing batteries and light globes
- Checking all items for damage and correct operation
- Checking for missing furniture, items and kitchenette inventory and reporting same for follow-up/billing, as necessary
- Returning excess furniture, items, etc., to where they are stored
- Completing internal maintenance requests
- Verbally notifying head housekeeper
- Obtaining substitute item from store, or a 'vacant' room
- Reporting areas/items requiring major cleaning, replacement, or other action
- Pest control.

Suspicious items or situations may include:

- Bloodstained items
- Unattended packages in public areas/corridors
- Drugs and drug paraphernalia
- Weapons

- Person in a restricted area
 - Use of excessive force against another person.
- Handle guest property left may include:
- Checking for guest property left behind under bed, in drawers, cupboards and on shelving, in all vacated rooms
 - Transporting, or arranging for the transportation of, all found luggage
 - Reporting left luggage and completing relevant 'lost and found' documentation.
- Turn-down service may include:
- Turning down or removing bed covers
 - Freshening the room
 - Replenishing supplies
 - Turning on lights
 - Closing curtains
 - Turning on radio
 - Placing breakfast menu in designated position
 - Placing chocolates on pillows.
- Rotational cleaning duties may include:
- Implementing house cleaning schedule for items, as listed
 - Turning mattresses
 - Checking operation of smoke and heat detectors.
- Records and notifications may include:
- Reporting rooms that have not been serviced due to 'Do Not Disturb' signs
 - Notifying suspicious circumstances or items
 - Completing requisition forms for stock items.

Replenish stock items may include:

- Cleaning agents and chemicals
- Guest supplies
- Cleaning items and equipment
- Promotional material
- General-purpose requirements, such as batteries, light globes, cutlery, glasses.

Clean housekeeping equipment may include:

- Vacuum cleaners
- Mops, buckets, brushes, pans.

Assessment Guide

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

- The enterprise's policies and procedures in regard to delivery of housekeeping services
- Principles of cleaning and chemical use
- Principles of safe manual handling, including bending and lifting
- Ability to use a variety of cleaning items and techniques
- Appropriate verbal and non-verbal communication, interpersonal and guest contact skills.

Linkages To Other Units

- Develop and update local knowledge
- Maintain hospitality industry knowledge
- Receive and resolve customer complaints
- Provide housekeeping services to guests
- Implement occupational safety and health procedures.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to ready housekeeping stores and trolleys for service
- Demonstrated ability to make a range of beds according to various house requirements
- Demonstrated ability to clean bathroom area including a nominated variety of bathroom fittings and facilities
- Demonstrated ability to service a nominated range of guest rooms featuring a variety of in-room facilities, fixtures and fittings
- Demonstrated ability to provide nominated additional housekeeping services
- Demonstrated ability to clean housekeeping equipment and re-stock supplies.

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
- Access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

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

- Observation of practical candidate performance
- Inspection of finished work
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

| Key Competencies in this Unit | | |
|--|--------------|--|
| <i>Level 1 = competence to undertake tasks effectively</i> | | |
| <i>Level 2 = competence to manage tasks</i> | | |
| <i>Level 3 = competence to use concepts for evaluating</i> | | |
| Key Competencies | Level | Examples |
| Collecting, organising and analysing information | 1 | Determining rooms to be cleaned/serviced; obtaining information on cleaning agents |
| Communicating ideas and information | 1 | Interacting with other staff and with guests; communicating with other departments regarding maintenance and support needs |
| Planning and organising activities | 1 | Following required schedules and adhering to timelines |
| Working with others and in teams | 1 | Working with other housekeeping staff to service a room |
| Using mathematical ideas and techniques | 1 | Calculating dilution for cleaning chemicals and agents |
| Solving problems | 1 | Fixing stain and equipment fault problems |
| Using technology | 1 | Using cleaning equipment to service rooms |

Oral Questions

| | |
|---------------------------|---|
| Student name | |
| Assessor name | |
| Location/venue | |
| Unit of competency | Clean and prepare rooms for incoming guests D1.HHK.CL3.03 |
| Instructions | <ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question. |

| Questions | Response | |
|---|--------------------------|--------------------------|
| | PC | NYC |
| 1. What are the services delivered by a room attendant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Explain the position of room attendants within the enterprise. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|---|--------------------------|--------------------------|
| | PC | NYC |
| 3. What are the personal characteristics required of a room attendant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. What are grooming and personal presentation standards required for a room attendant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. What are some enterprise policies and procedures used in the provision of housekeeping services? | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | PC | NYC |
| 6. Identify and explain the role of communication in the provision of housekeeping services. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. What linen room supplies need to be replenished and how it is done? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Explain how to load a housekeeping trolley with supplies for service. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|---|--------------------------|--------------------------|
| | PC | NYC |
| 9. What would you check on a housekeeping trolley prior to use? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. How do you identify rooms to be cleaned for the shift? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Describe how to access and enter guest room appropriately. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | PC | NYC |
| 12. Explain how to strip and re-make a bed with fresh bed linen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Explain how to re-make a bed using existing bed linen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Explain how to clean a bath and shower area. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | PC | NYC |
| 15. Explain how to clean a toilet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Explain how to clean a vanity area. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Explain how to clean a bathroom floor. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | PC | NYC |
| 18. Identify what guest supplies are needed for the bathroom and explain how to replenish them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. What are three in-house requirements and policies a room attendant must follow in relation to room cleaning? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. What fixtures and fittings need to be cleaned? How do you clean them? | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | C | NYC |
| 21. Explain how you would vacuum a floor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Explain how you would clean a kitchenette area. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Identify what guest supplies are needed for the guest room (excluding bathroom) and explain how to replenish them. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | C | NYC |
| 24. How can you check operational readiness of all items and equipment? | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. What are common room defects and damaged items? How can you report and remedy these? | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. How do you report suspicious items or situations? | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | C | NYC |
| 27. How do you handle guest property left in room from which guest departed? | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Explain what is involved in providing turn-down service. | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. What are rotational cleaning duties that a room attendant would need to undertake outside of their normal cleaning activities? | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | C | NYC |
| 30. What are some items of equipment a hotel will lend to guests? | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. What are required records and notifications a room attendant would need to complete? | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. How can you dispose of rubbish in a safe manner? | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|---|--------------------------|--------------------------|
| | C | NYC |
| 33. Explain the activities involved in cleaning and storing a trolley. | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. What stock items need to be replenished at the end of a shift and how is this done? | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. What housekeeping equipment needs to be cleaned prior to storage? | <input type="checkbox"/> | <input type="checkbox"/> |

Written Questions

Clean and prepare rooms for incoming guests – D1.HHK.CL3.03

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are five activities a room attendant must do on a daily basis?

2. Which department does a room attendant work in? Who is their manager?

3. What are three types of knowledge a room attendant must know?

4. What are two grooming requirements relating to hair?

5. What are two examples of procedures a room attendant would use?

6. Communication is very important. What are two topics a room attendant would communicate with receptionists about?

7. What are three pieces of equipment a room attendant must prepare?

8. What are two pieces of bedding a room attendant would load onto a housekeeping trolley?

9. Why don't you leave a housekeeping trolley in the middle of the corridor?

10. There are three types of rooms – ‘Check out’, ‘Occupied’ and ‘Vacant rooms’. What is the difference between the rooms?

11. Answer ‘True’ or ‘False’ to the following statement: When entering a guest room you should close it behind you to ensure your safety.

True False

12. What are two items you should remove when stripping a bed? What do you do with these items?

13. Answer ‘True’ or ‘False’ to the following statement: You should never re-make a bed using existing linen for any guest.

True False

14. What are two steps to complete when cleaning a bath?

15. What are two steps to complete when cleaning a toilet?

16. What are two parts of a vanity area that must be cleaned?

17. What are two steps to complete when cleaning a bathroom floor?

18. What are three guest supplies that you would replenish in a guest bathroom?

19. What are two ways to minimise disruption to guests?

20. What is the difference between 'furniture' and 'fixtures'? What are two examples of procedures a room attendant would use?

21. Answer 'True' or 'False' to the following statement: When vacuuming the room start at the furthest corner from the door and work back toward the exit.

True False

22. What are three items to clean in a kitchenette?

23. What are two guest supplies to be replenished in a room (not including the bathroom)?

24. What are two examples of checking operational readiness of equipment in a room?

25. If an item in a room has a defect what can you do?

26. If you see or hear anything that is suspicious, unusual or appears illegal what should you do?

27. Answer 'True' or 'False' to the following statement: Any half eaten food left in a room from which a guest has departed normally should be thrown out.

True False

28. Answer 'True' or 'False' to the following statement: Turn-down service is normally completed in the morning.

True False

29. Answer 'True' or 'False' to the following statement: Deep cleaning should normally take place when the hotel is quiet.

True False

30. What are three items that a hotel would lend to a guest in the room?

31. What are two types of records and notifications written by room attendants on a daily basis?

32. What is a benefit of disposing on rubbish on a regular basis?

33. Answer 'True' or 'False' to the following statement: At the end of a shift all items should be removed from a housekeeping trolley

True False

34. Answer 'True' or 'False' to the following statement: Stock should be checked and replenished on a daily basis.

True False

35. How should you clean a brush at the end of a shift?

Answers to Written Questions

D1.HHK.CL3.03 Clean and prepare rooms for incoming guests – D1.HHK.CL3.03

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 are five activities a room attendant must do on a daily basis?**

- Prepare for work
- Enter room
- Clean room
- Provide information to guests
- Maintain storage areas and trolleys
- Close shift.

The student may provide an example that falls under the above categories. This is acceptable.

2. **Which department does a room attendant work in? Who is their manager?**

They work in housekeeping. Depending on the organisation their manager may be a senior room attendant, housekeeping supervisor or Executive Housekeeper.

3. **What are three types of knowledge a room attendant must know?**

- Working condition of all items – including televisions, air-conditioning systems, and internet access
- Hotel and room facilities – answer guest enquiries and promote organisation
- Knowledge of cleaning equipment and chemicals
- Procedures for cleaning a room
- Safety and security.

4. **What are two grooming requirements relating to hair?**

- Short and neat cut hair for men
- Tight or pulled back hair for women
- Natural hair colour
- Men to have well trimmed facial hair or to be clean shaved.

5. What are two examples of procedures a room attendant would use?

- Accessing a room
- Making a bed
- Cleaning a window
- Cleaning a bathroom
- Mopping a floor
- Handling lost property.

6. Communication is very important. What are two topics a room attendant would communicate with receptionists about?

- Identify vacant rooms - to find out when guests have checked out so they can start cleaning vacant dirty rooms
- Report clean rooms - when rooms are clean and ready for new guests
- Handle special requirements - for in-coming guests including VIP's
- Handle guest requests - relating to the room including additional towels and pillows, buckets of ice and for laundry to be collected
- Co-ordinate internet access.

7. What are three pieces of equipment a room attendant must prepare?

- Housekeeping trolley
- Vacuum cleaner
- Mops
- Brooms and brushes
- Buckets
- Protective gloves
- Cloths
- Warning signs
- Dust pan.

8. What are two pieces of bedding a room attendant would load onto a housekeeping trolley?

- Pillows
- Sheets
- Pillow protectors
- Blankets.

9. **Why don't you leave a housekeeping trolley in the middle of the corridor?**
- It makes it harder for movement of people in the corridor
 - It makes it more appealing for theft
 - It helps avoid injuries by people bumping into them. This is especially true for children who often run in corridors and at times may not be concentrating on where they are going
 - In the event of an emergency including fire where smoke reduces visibility, it is important that corridors remain clear.
10. **There are three types of rooms – 'Check out', 'Occupied' and 'Vacant rooms'. What is the difference between the rooms?**
- Check out rooms are rooms where guests are expected to check-out
 - Occupied rooms are rooms where the guest is not departing and will be staying for another night
 - Vacant rooms are rooms that are not being used and which have been prepared ready for sale by Reception.
11. **Answer 'True' or 'False' to the following statement: When entering a guest room you should close it behind you to ensure your safety.**

The answer is false. The door should remain open.

12. **What are two items you should remove when stripping a bed? What do you do with these items?**
- Remove bedspread or duvet. – inspect and air, or replace as required. All bedspreads etc are washed or dry-cleaned periodically
 - Remove blankets (where provided) - inspect and air, or replace as required. All blankets are washed or dry-cleaned periodically
 - Remove pillowcases – place into soiled linen bag. Inspect pillow and pillow protectors to determine if they require attention or replacement
 - Remove sheets - place into soiled linen bag.
13. **Answer 'True' or 'False' to the following statement: You should never re-make a bed using existing linen for any guest.**

The answer is false. It is done for occupied guests.

14. What are two steps to complete when cleaning a bath?

- Wet tub with water and check plughole for foreign matter
- Scour tub using non-metal pad – removing stains, residue and marks
- Clean and polish taps
- Rinse bath thoroughly
- Dry and polish with cloth
- Conduct final inspection.

15. What are two steps to complete when cleaning a toilet?

- Flush toilet to wet sides of bowl
- Pour in cleanser – leave to soak: continue with other work
- Wash lid and dry – both sides and near back hinges
- Wash seat and dry – both sides and near back hinges
- Wash outsides of the bowl and dry
- Wash and dry water holding unit and polish button
- Scour bowl thoroughly – use a toilet brush
- Flush toilet a number of times to wash away dirt and residue
- Place a hygiene strip over the closed toilet lid
- Conduct final inspection – leave lid down when thoroughly cleaned. Add hygiene strip, if appropriate.

16. What are two parts of a vanity area that must be cleaned?

- Bathroom bench
- Basins
- Taps
- Mirror
- Cupboards
- Handtowels
- Amenities
- Soap containers.

17. What are two steps to complete when cleaning a bathroom floor?

- Remove everything that may be on the bathroom floor such as mats, trash cans, and small pieces of furniture
- Sweep the floor to remove dirt, hair, dust, and other debris
- Dissolve detergent into warm water using the manufacturer's instructions for the correct water to detergent ratio
- Pour the solution over the entire floor so that the solution can fill into the grout lines
- Allow the solution to remain on the floor for 15 to 20 minutes
- Scrub the grout with a small medium-bristled brush
- Rinse the floor with a mop dampened with clean water
- Mix a second batch of detergent and water
- Mop the entire floor with the fresh solution
- Rinse the mop with clean water and mop a second time over the floor to rinse it
- Use a squeegee to push residual moisture to one area of the floor before absorbing it with dry towels.

18. What are three guest supplies that you would replenish in a guest bathroom?

- Toilet paper and sanitary pads and bags
- Tissues
- Towels including hand towels, face cloths, bathmats, bath towels
- Shampoo
- Conditioner
- Moisturiser
- Hand lotion
- Toothbrushes and toothpaste
- Make up remover
- Combs
- Water
- Soap
- Perfumes, aftershaves and other fragrances
- Sewing kits.

19. **What are two ways to minimise disruption to guests?**

- Always respect 'Do Not Disturb' signs
- Keep noise when moving around the floor to a minimum
- Converse quietly with other staff and guests
- Avoid knocking equipment into things
- Keep trolleys and equipment away from guest traffic areas
- Always allow guests right of way in a corridor or lift.

20. **What is the difference between 'furniture' and 'fixtures'?**

- Furniture commonly refers to items in the room that are movable including beds, couches, desks, television, clock radios etc.
- Fixtures refer to items that are attached that are used by the guest including air-conditioners, light controls etc.

21. **Answer 'True' or 'False' to the following statement: When vacuuming the room start at the furthest corner from the door and work back toward the exit.**

The answer is true.

22. **What are three items to clean in a kitchenette?**

- Fridge
- Stove & Oven
- Microwave
- Dishwasher
- Tea and coffee making facilities
- Pots and Pans
- Crockery and cutlery
- Washer and dryer.

23. What are two guest supplies to be replenished in a room (not including the bathroom)?

- Pens
- Paper
- Stationery
- Envelopes
- Fax or e-mail forms
- Promotional material
- Room service menus – in traditional menu format and doorknob hangers
- Sewing and shoe polishing kits
- Guest dry-cleaning bag
- Guest laundry list
- Tea, coffee, milk and biscuits
- Iron
- Fly spray
- Additional blankets and pillows
- Remote control units
- Hair dryer
- Electric jug
- Basic cups, mugs, saucers, glasses, tea-spoons, bottle opener.

24. What are two examples of checking operational readiness of equipment in a room?

- In-room air conditioning set at a predetermined temperature level
- Refrigerator left at a nominated setting
- Television set to a prescribed volume or channel
- Clock set to the correct time
- Alarm clock checked to ensure the alarm is not active
- Radio tuned to nominated channel and set at desired volume
- Dimmers set to medium setting
- Toaster set to desired setting
- Pens and message pads are located conveniently as required – next to bed, near telephone. All pads and pens should be laid in identical position throughout the venue.

25. If an item in a room has a defect what can you do?

- The item must be taken out of service immediately and replaced if possible
- The item is reported on a maintenance report and submitted to the appropriate person for action

26. If you see or hear anything that is suspicious, unusual or appears illegal what should you do?

- Not say anything to the persons involved
- Try not to alert them to the fact you have noticed something suspicious, unusual etc.
- Try to remember as much detail as possible and write down notes
- Alert the relevant person as soon as possible.

27. Answer 'True' or 'False' to the following statement: Any half eaten food left in a room from which a guest has departed normally should be thrown out.

The answer is true.

28. Answer 'True' or 'False' to the following statement: Turn-down service is normally completed in the morning.

The answer is false. It occurs in the late afternoon or early evening.

29. Answer 'True' or 'False' to the following statement: Deep cleaning should normally take place when the hotel is quiet.

The answer is true.

30. What are three items that a hotel would lend to a guest in the room?

- Special pillows
- Extra bedding
- Extra crockery and cutlery
- Cots
- Extra beds / rollway beds
- Extra furniture
- Ice buckets
- Extra towels
- Telephone chargers
- Power boards
- Internet cables
- Video players and consoles
- Children games & toys

- DVD's
 - Books
 - Iron and ironing board
 - Electrical adapters
 - Bath robe and weight scales
 - Hair dryer
 - Extra coat hangers
 - Portable fans or heater
 - Picnic baskets
 - Clothes drying racks.
31. **What are two types of records and notifications written by room attendants on a daily basis?**
- Recording status of rooms
 - Lost property reports
 - Ordering of supplies
 - Handover reports
 - Records of items that were loaned to guests
 - Maintenance requests
 - Time sheets.
32. **What is a benefit of disposing on rubbish on a regular basis?**
- Maintains a clean environment and ensures it is aesthetically pleasing
 - Reduces accidents caused by people tripping and falling over
 - Reduces the chance of contamination
 - Reduces bad odours
 - Attracts fewer insects and rodents
 - Reduces likelihood of contamination.
33. **Answer 'True' or 'False' to the following statement: At the end of a shift all items should be removed from a housekeeping trolley**

The answer is false.

34. **Answer 'True' or 'False' to the following statement: Stock should be checked and replenished on a daily basis.**

The answer is true.

35. **How should you clean a brush at the end of a shift?**

- Shake clean in an outside location
- Wash with designated detergent – some properties will also require sanitising
- Hang to air dry.

Observation Checklist

| | |
|-----------------------------|--|
| Student name | |
| Assessor name | |
| Location/venue | |
| Unit of competency | Clean and prepare rooms for incoming guests D1.HHK.CL3.03 |
| Dates of observation | |
| Instructions | <ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Identify the role of room attendants b) Prepare for cleaning duties c) Make beds d) Clean bathroom e) Clean room f) Provide additional housekeeping services g) Prepare for the next shift 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required. |

| Did the candidate | Yes | No |
|--|--------------------------|--------------------------|
| Element 1: Identify the role of room attendants | | |
| Describe the services delivered by a room attendant | <input type="checkbox"/> | <input type="checkbox"/> |
| Locate the position of room attendants within the enterprise | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify the personal characteristics required of a room attendant | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe grooming and personal presentation standards for a room attendant | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpret enterprise policies and procedures for the provision of housekeeping services | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify and explain the role of communication in the provision of housekeeping services | <input type="checkbox"/> | <input type="checkbox"/> |

| Did the candidate | Yes | No |
|---|--------------------------|--------------------------|
| Element 2: Prepare for cleaning duties | | |
| Replenish linen room supplies | <input type="checkbox"/> | <input type="checkbox"/> |
| Load housekeeping trolley with supplies for service | <input type="checkbox"/> | <input type="checkbox"/> |
| Check housekeeping trolley prior to use | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify rooms to be cleaned for the shift | <input type="checkbox"/> | <input type="checkbox"/> |
| Access and enter guest room appropriately | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3: Make beds | | |
| Strip and re-make bed with fresh bed linen | <input type="checkbox"/> | <input type="checkbox"/> |
| Re-make bed using existing bed linen | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 4: Clean bathroom | | |
| Clean bath and shower area | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean toilets | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean vanity area | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean floors | <input type="checkbox"/> | <input type="checkbox"/> |
| Replenish guest supplies | <input type="checkbox"/> | <input type="checkbox"/> |

| Did the candidate | Yes | No |
|--|--------------------------|--------------------------|
| Element 5: Clean room | | |
| Follow in-house requirements and policies in relation to room cleaning | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean fixtures and fittings | <input type="checkbox"/> | <input type="checkbox"/> |
| Vacuum floors and other areas | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean kitchenette area, where applicable | <input type="checkbox"/> | <input type="checkbox"/> |
| Replenish guest supplies | <input type="checkbox"/> | <input type="checkbox"/> |
| Check operational readiness of all items and equipment | <input type="checkbox"/> | <input type="checkbox"/> |
| Report and remedy room defects and damaged items | <input type="checkbox"/> | <input type="checkbox"/> |
| Report suspicious items or situations | <input type="checkbox"/> | <input type="checkbox"/> |
| Handle guest property left in room from which guest departed | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 6: Provide additional housekeeping services | | |
| Provide turn-down service | <input type="checkbox"/> | <input type="checkbox"/> |
| Carry out rotational cleaning duties | <input type="checkbox"/> | <input type="checkbox"/> |
| Lend equipment to guests, as requested in accordance with house policies | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 7: Prepare for next shift | | |
| Complete required records and notifications | <input type="checkbox"/> | <input type="checkbox"/> |
| Dispose of rubbish | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean and store trolleys | <input type="checkbox"/> | <input type="checkbox"/> |
| Replenish stock items as necessary | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean housekeeping equipment prior to storage | <input type="checkbox"/> | <input type="checkbox"/> |
| Did the student's overall performance meet the standard? | <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

| | | | |
|---|---|--------------------------|--------------------------|
| Student name: | | | |
| Name of third party: | | Contact no | |
| Relationship to student: | <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> | | |
| Unit of competency: | Clean and prepare rooms for incoming guests D1.HHK.CL3.03 | | |
| <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> | | | |
| Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i> | Yes | No | Not sure |
| Identifies sources of current information on a wide range of issues impacting on the tourism industry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Obtains relevant information from identified sources of issues impacting on the workplace and the broader tourism industry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies and obtains relevant information on ethical, legal, industrial relations and other issues impacting on the tourism industry and the workplace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares new/update industry knowledge with colleagues and customers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses and applies new/updated industry knowledge in day-to-day workplace activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/feedback from Third Party to Trainer/Assessor:

| |
|--|
| |
|--|

Third party signature:

Date:

Send to:

Competency Recording Sheet

| | | |
|--|---|---------------|
| Name of Student | | |
| Name of Assessor/s | | |
| Unit of Competency | Clean and prepare rooms for incoming guests | D1.HHK.CL3.03 |
| Date assessment commenced | | |
| Date assessment finalised | | |
| Assessment decision | Pass Competent / Not Yet Competent (Circle one) | |
| Follow up action required (Insert additional work and assessment required to achieve competency) | | |
| Comments/observations by assessor/s | | |

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 |
|--|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| Element 1: Identify the role of room attendants | | | | | | |
| Describe the services delivered by a room attendant | | | | | | |
| Locate the position of room attendants within the enterprise | | | | | | |
| Identify the personal characteristics required of a room attendant | | | | | | |
| Describe grooming and personal presentation standards for a room attendant | | | | | | |
| Interpret enterprise policies and procedures for the provision of housekeeping services | | | | | | |
| Identify and explain the role of communication in the provision of housekeeping services | | | | | | |
| Element 2: Prepare for cleaning duties | | | | | | |
| Replenish linen room supplies | | | | | | |
| Load housekeeping trolley with supplies for service | | | | | | |
| Check housekeeping trolley prior to use | | | | | | |
| Identify rooms to be cleaned for the shift | | | | | | |
| Access and enter guest room appropriately | | | | | | |

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 |
|--|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| Element 3: Make beds | | | | | | |
| Strip and re-make bed with fresh bed linen | | | | | | |
| Re-make bed using existing bed linen | | | | | | |
| Element 4: Clean bathroom | | | | | | |
| Clean bath and shower area | | | | | | |
| Clean toilets | | | | | | |
| Clean vanity area | | | | | | |
| Clean floors | | | | | | |
| Replenish guest supplies | | | | | | |

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 |
|--|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| Element 5: Clean room | | | | | | |
| Follow in-house requirements and policies in relation to room cleaning | | | | | | |
| Clean fixtures and fittings | | | | | | |
| Vacuum floors and other areas | | | | | | |
| Clean kitchenette area, where applicable | | | | | | |
| Replenish guest supplies | | | | | | |
| Check operational readiness of all items and equipment | | | | | | |
| Report and remedy room defects and damaged items | | | | | | |
| Report suspicious items or situations | | | | | | |
| Handle guest property left in room from which guest departed | | | | | | |

| Element & Performance Criteria | Observation of skills | 3rd Party Statement | Oral Questions | Written Questions | Work Projects | Other |
|--|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| Element 6: Provide additional housekeeping services | | | | | | |
| Provide turn-down service | | | | | | |
| Carry out rotational cleaning duties | | | | | | |
| Lend equipment to guests, as requested in accordance with house policies | | | | | | |
| Element 7: Prepare for next shift | | | | | | |
| Complete required records and notifications | | | | | | |
| Dispose of rubbish | | | | | | |
| Clean and store trolleys | | | | | | |
| Replenish stock items as necessary | | | | | | |
| Clean housekeeping equipment prior to storage | | | | | | |
| Candidate signature | | | Date | | | |
| Assessor signature | | | Date | | | |

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