Safe Cleaning Matters
Safe Work Practices for Cleaners

Trainer Notes

Written by Penny Philippou

These Trainer Notes are part of a resource package and are designed to be used in conjunction with the Safe Cleaning Matters DVD and Training Manual.

This resource has been produced by the Workplace Skills Unit,
Swinburne University of Technology TAFE.

Funded under the Workplace Language and Literacy (WELL) Program by the Australian Government Department of Education, Employment and Workplace Relations.

© Commonwealth of Australia 2011
Safe Cleaning Matters
Safe Work Practices for Cleaners

Project Coordinator – Margaret Regan
Project Manager – Penny Philippou
Language and Literacy Consultants - Penny Philippou and Margaret Regan
Quality Assurance Consultant – Giselle Mawer
Desktop Publisher - Gabrielle Markus, Grey Matter
Cover design – David Greig, Kestrel Media

ISBN: 978-0-9807775-3-6

All enquiries about this publication should be addressed to:
Workplace Skills Unit - H08
Swinburne University of Technology TAFE
PO Box 218
Hawthorn 3122
Ph: 03 9214 5709

Disclaimer
Care has been taken to ensure the accuracy and currency of the information within these Trainer
Notes at the time of printing. Swinburne cannot however accept responsibility for the accuracy or
completeness of the information or opinions contained herein.

The Safe Cleaning Matters Trainer Notes have been designed as an aid for training cleaners.
However, cleaners and trainers should make their own enquiries regarding decisions concerning
their interests. No person should rely on the general information presented here as a substitute for
specific advice.

© Commonwealth of Australia 2011

This work is copyright. You may download, display, print and reproduce this material in whole or in part or in
modified form (retaining this notice) for your personal, non-commercial use or use within your organisation. If
you use, display, or reproduce this material or a modified form of it in whole or in part within your organisation
you must include the following words in a prominent location within the material in font not less than size 12:
‘The views expressed in this (publication) do not necessarily represent the view of the Minister for Education or
the Australian Government. The Australian Government does not give any warranty nor accept any liability in
relation to the contents of this work’. Apart from any use as permitted under the Copyright Act 1968, all other
rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to the
Commonwealth Copyright Administration, Attorney General’s Department, Robert Garran Offices, National

Funded under the Workplace English Language and Literacy (WELL) Program by the Australian Government
Department of Education, Employment and Workplace Relations.

The views expressed in this publication do not necessarily represent the view of the Minister for Education or
the Australian Government. The Australian Government does not give any warranty nor accept any liability in
relation to the contents of this work.
# Contents

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. About <em>Safe Cleaning Matters</em> DVD and Training Manual</td>
<td>1</td>
</tr>
<tr>
<td>2. How Adults Learn</td>
<td>3</td>
</tr>
<tr>
<td>3. Your Role as a Trainer</td>
<td>5</td>
</tr>
<tr>
<td>4. Before You Start</td>
<td>7</td>
</tr>
<tr>
<td>5. DVD ‘Consider this’</td>
<td>8</td>
</tr>
<tr>
<td>- Questions</td>
<td>8</td>
</tr>
<tr>
<td>- Answers</td>
<td>8</td>
</tr>
<tr>
<td>6. Training Manual ‘check your ideas’</td>
<td>9</td>
</tr>
<tr>
<td>- Questions</td>
<td>9</td>
</tr>
<tr>
<td>- Answers</td>
<td>10</td>
</tr>
<tr>
<td>7. On-the-Job Demonstration</td>
<td>12</td>
</tr>
<tr>
<td>Questions and Activities</td>
<td>12</td>
</tr>
<tr>
<td>Answers</td>
<td>13</td>
</tr>
<tr>
<td>8. Questions and Activities mapped against Training Package Competencies</td>
<td>14</td>
</tr>
</tbody>
</table>
Acknowledgements

This learning resource is endorsed by:

We gratefully acknowledge the guidance, expertise, equipment and logistical support provided by the following people and organisations:

Steering Committee
Jennifer Beers - Assetlink
John Clohessy – Building Service Contractors Association of Australia (BSCAA)
David Greig – Kestrel Media
Tracy Kalphas – ISS Facility Services
Giselle Mawer - Giselle Mawer & Associates
Maria Panayi – GJK Facility Services
Penny Philippou - Swinburne University of Technology TAFE
Shevaun Quinn – Construction & Property Services Industry Skills Council (CPSISC)
Margaret Regan - Swinburne University of Technology TAFE
Patricia Reid - Swinburne University of Technology TAFE

Additional Logistical Assistance
Catherine Dutton – Melbourne Cricket Club
Peter Collis – Swinburne University of Technology TAFE

Additional Industry Expertise
Tarek (Tom) Ein-Alshaiba – Achievement Cleaning Services
Michael Girgis – ISS Facility Services
Judy Moore – Achievement Cleaning Services
Annette Rouse – ISS Facility Services
Nicole Poulis - GJK Facility Services
Helen Robotis - GJK Facility Services

Further Industry Support
Thanks also to the following people who agreed to appear in this resource.

Chanil Lahiru – Achievement Cleaning Services
Byju Varghese – Achievement Cleaning Services
Asanka Dinesh – Achievement Cleaning Services
Buddhika Sampath – Achievement Cleaning Services
Jignesh Vaghela – ISS Facility Services
Saumil Joshi – ISS Facility Services
Amandeep Singh – ISS Facility Services
Patricia Ramirez – ISS Facility Services
Troy Willott – ISS Facility Services
Taimoor Parwaz – Make Safe Security
Jaswinder Singh – Make Safe Security
Rob Peel – R&K Maintenance and Cleaning Services
Brenton Peel – R&K Maintenance and Cleaning Services
Mathew Brown – R&K Maintenance and Cleaning Services
Paca Simonouska – R&K Maintenance and Cleaning Services
Peter Collis – Swinburne University of Technology
1. About *Safe Cleaning Matters* DVD and Training Manual

**Purpose of the learning resource**

The *Safe Cleaning Matters* DVD and Training Manual support learners to develop skills as cleaners in the commercial cleaning sector. The resource creates a visually accessible and appealing framework for the technical information, concepts and vocabulary involved in safe cleaning.

Together the DVD and Training Manual can be used to support induction training for cleaners, or refresher sessions dealing with a specific operational or safety issue. They can also be used to support training for the following units of competence in cleaning operations, as they address some of the elements and required knowledge and skills.

CPP07 Property Services Training Package

**Competency units:**

- CPPCLO1040A Prepare for work in the cleaning industry
- CPPCLO1041A Apply basic communication skills
- CPPCLO2035A Maintain cleaning storage areas

At the time of production of this resource these units were undergoing final endorsement, so the wording of the elements was awaiting final confirmation. Trainers can refer to [http://training.gov.au/Training/Details/CPP07](http://training.gov.au/Training/Details/CPP07) for current information about these units.

These Trainer Notes are also available as a Word document on the CD, so trainers can update the information relating to the units of competency as required.

**Who can use this learning resource?**

*Safe Cleaning Matters* is designed to make safety information accessible for all cleaners, including those who need assistance with English language and literacy skills.

While this learning resource is most likely to be used in a training situation, some cleaners may wish to use the materials without the assistance of a trainer.

**What can you expect when using this resource?**

Both the DVD and Training Manual are divided into 6 main sections:

- **Part 1** Responsibilities
- **Part 2** Personal Safety
- **Part 3** Manual Handling
- **Part 4** Using Tools and Equipment
- **Part 5** Hazardous substances
- **Part 6** Injury/Incident Management and Reporting

The Training Manual has a large number of pictures that match directly to the DVD, helping to reinforce the learning experience. Each section includes several opportunities to ‘check your ideas’, as well as a Review section at the end. ‘words to know’ are listed and are also defined in the glossary at the end of the Training Manual.
The DVD also contains:

- activities titled ‘Consider this’ for identifying safe and unsafe work practices which can be used as discussion points. For example, in the sections covering PPE, it would be important to discuss the different personal protective equipment and when it would be appropriate to use each. It also would be valuable to discuss in more detail the safety issues associated with using the electrical equipment shown.
- summaries at the end of each section titled ‘Remember...’ accompanied by visuals.

**On-The-Job Demonstration Activities**

These Trainer Notes include suggestions for questions and on-the-job activities designed to support learning and assessment in the above units of competency. Learners may be able to use some of these activities as evidence of competence towards aspects of the units, but the resource does not aim to address the evidence requirements of all three units.

It is expected that a trainer might skip some activities or add others, depending on the needs of the person or group being trained, and workplace requirements.

These activities are designed specifically to avoid unnecessary reliance on reading and writing. Writing is only required when competency in the task is directly linked to writing.
2. **How Adults Learn**

**Adults as learners**

In order for training to be as effective as possible, it is important to understand how adults learn. If you reflect on how you best learn new skills as an adult, it is likely that successful learning for you is consistent with the basic principles of adult learning. For example, think about a time when, as an adult, you learned how to operate a piece of machinery. Or reflect on how you learned to drive. What teaching approach(es) suited you best? What approach(es) didn’t work?

Consider the table below. For each of the adult learning principles there are suggestions for how you might put these principles into practice.

<table>
<thead>
<tr>
<th>Principle</th>
<th>What can you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Adults must view the learning as relevant to their situation.</td>
<td>Training material should relate as closely as possible to the work the learners are undertaking or wanting to move into.</td>
</tr>
<tr>
<td>2 Adults bring a vast wealth of experience to the learning process. All workers bring some skills, knowledge and experience to their training and new learning should build on this experience.</td>
<td>Acknowledge the experience and expertise your learners already have. While there may be gaps in skills and competencies of individual learners, and some of their ideas may actually be wrong, the contribution of each trainee is a valuable starting point for training and is the basis for developing individual responsibility for plastering safely.</td>
</tr>
<tr>
<td>3 Adults use a variety of learning methods including listening, reading, doing and observing.</td>
<td>Many learners are aware of their own learning strengths and weaknesses and will do best when allowed to choose from different forms of presentation and activities.</td>
</tr>
<tr>
<td>4 Adults learn more in an informal environment.</td>
<td>Make sure learners can practice their developing skills in a context where they feel confident to try things, or where the risk of failing is not so great as to make them withdraw from the task altogether.</td>
</tr>
<tr>
<td>5 Adults are highly aware of what skills they do and do not need to possess in order to be competent in their job.</td>
<td>Assessment should include a range of options for demonstrating competence, only relying upon written or oral skills when these skills are integral to competence.</td>
</tr>
</tbody>
</table>
Why learners may be reluctant to involve themselves in training

Many people have some difficulty with reading and writing in English for work. These days, skill gaps have a greater impact on people’s ability to meet their work requirements, as increasingly important information is being provided to workers in written form and many records need to be filled in and kept.

Common reasons for skills gaps include the following:

- In the past, many boys were encouraged to leave school early and join the workforce. Formal schooling may not have been highly valued and it may have been felt that work skills could be learned better on the job than at school.
- Changes in work practice and legislation now require more advanced reading, writing and numeracy skills than were necessary when many workers started out.
- Attending many different schools resulted in disrupted schooling and poor learning outcomes.
- Recurrent illness as a child may have caused significant chunks of schooling to be missed.
- People changing careers are faced with an array of new specialist language, acronyms and jargon.
- Recent arrivals in Australia from non-English speaking countries often spend their time and energy working rather than learning English.
- Migrating to Australia during school years sometimes results in a lack of a sound knowledge of English.
- Learning another language as an adult is often very difficult.
3. Your Role as a Trainer

What makes a good trainer?

A trainer should encourage, support, offer suggestions and give information that allows each trainee to understand and make use of all the concepts covered.

A good trainer:
- listens
- doesn’t judge or label learners
- is patient
- is confident in their own ability to cover the material in the course
- is able to look at a learning situation from a number of viewpoints
- values the current skills of learners and works with each learner to build skills
- encourages learners to have a go and move towards becoming more independent.

Addressing special needs

There are several ways to approach a training situation where learners have special learning needs. You can:
- present small, manageable chunks of information at a time, in sequential order
- encourage learners to get information first from the visuals provided, and then from the written text
- encourage learners to work with a training partner, buddy or mentor as a support person
- check for a trainee’s understanding of each idea, especially when this is to be built on
- remember that competency may be demonstrated by doing or explaining rather than by writing
- relate information to their own work situations or situations they are familiar with.

When giving information:
- use clear, simple English
- give information in logical sequence
- use simple but complete sentences
- check for understanding
- avoid jargon.

Think carefully before you ask people to read out loud. Reading out loud is asking them to give a performance. Most people can read better to themselves.
- Instead of asking learners to read aloud, ask what they think the text is about.
- You read bits and ask them what comes next.
- When you read aloud, encourage the participants to follow with you, and highlight important information.

When requiring people to write:
- recognise that many people will experience anxiety and be reluctant to put pen to paper
- gather ideas orally first so that initially you can act as a scribe
- allow participants to make notes and complete activities in their first language if this is appropriate.
When using the DVD:

- learners from non-English speaking backgrounds will find it easier to follow the DVD if they have discussed some of the issues and vocabulary beforehand
- it is important that learners be given a specific purpose in watching the DVD. This may involve setting tasks for them to do when they watch the video such as listening for specific information, confirming/checking ideas from a previous brainstorm or answering questions
- learners are likely to benefit from stopping the DVD at the end of each section. Allow time for writing any additional information and for discussing issues.
4. Before You Start

It is highly recommended that you familiarise yourself with the learning resource before you begin training.

In the ‘words to know’ you will find words needed by learners in order to understand the content in the following section of the training manual. You may need to check the learners’ understanding of these words or even provide the meaning of these words before launching into the section. Learners may wish to write a synonym next to each word from English or another language and they can be directed to the glossary at the back where definitions for each word can be found.

The Trainer notes are provided as a Word document to aid trainers in contextualizing the material to suit the needs of their learners and the training environment.

*Safe Cleaning Matters* has been developed as a national resource and therefore any reference to specific state regulations or legislation has been avoided. As a result, trainers need to relate the material to their own legislative and regulative requirements and provide specific examples, as appropriate.

Where possible, provide real documents, tasks or examples from the learners’ work situations to ensure that the training is relevant and the ideas have been understood.

Parts of this learning resource could be valuable for on-the-job training to promote discussion and learning about particular workplace situations or issues.
5. **DVD ‘Consider this’**

**Questions**

1. **Part 2: Personal Safety**
   Identify the hazards in the following situations.

2. **Part 3: Manual Handling**
   Which of these cleaners is using correct manual handling techniques for the situation?

3. **Part 4: Using Tools and Equipment**
   Identify the hazards in the following scenes.

4. **Part 5: Hazardous Substances**
   What does the cleaner do that is unsafe?

**Answers could include the following:**

1. **Part 2: Personal Safety**
   A. The cleaner is using a machine with a frayed electrical cord/plug.
   B. The cleaner puts on the backpack vacuum cleaner using the wrong method – by swinging it onto her arm and shoulder. She should balance it on the table or bench as she puts it on.
   C. There is a needle sticking out of the rubbish bag.

2. **Part 3: Manual Handling**
   A. The cleaner is using safe manual handling techniques because he lifts the rubbish bag no higher than his shoulders.
   B. The two cleaners lifting the bench seat off the table are using the correct manual handling technique. They bend their knees and keep their backs straight to lift the load.
   C. The cleaner is not using safe manual handling techniques because he is lifting the load above his shoulders and head to put it on the shelf.
   D. The cleaner is not using safe manual handling techniques because he is leaning over the table to lift the chair.

3. **Part 4: Using Tools and Equipment**
   A. The electrical cord is lying loose and not looped so that the cleaner may step on it or trip over it possibly injuring himself.
   B. The cleaner is standing on furniture to clean a shelf. He should be standing on an approved safety ladder or step.
   C. The cleaner has pulled the electrical cord too tight so that the plug is loose and moving in and out of the socket.

4. **Part 5: Hazardous Substances**
   A. The cleaner is not wearing the correct PPE. He should be wearing gloves when handling and dispensing chemicals.
   B. The cleaner is using the same cloth to clean the bathroom and kitchen. This can lead to cross contamination.
   C. The cleaner is using a food/drink container to store chemicals.
6. Training Manual ‘check your ideas’

Questions

Part 1: Responsibilities, page 7
1. Who is responsible for:
   (i) identifying health and safety hazards?
   (ii) following safe work procedures?
   (iii) making sure the premises are safe?
2. What should you do if you feel you are being bullied at work?
3. You notice that another cleaner appears to be affected by alcohol. What are your responsibilities?

Part 2: Personal Safety, page 26
1. What tools and equipment are easier on your body? Which ones put more stress on your body?
2. Think of one task that puts stress on your body. What can you do to reduce the stress on your body when you are doing that task?
3. What PPE should you wear when you are:
   (i) operating a scrubber?
   (ii) picking up sharps and putting them into a container?
   (iii) vacuuming a carpeted area?
   (iv) filling a spray bottle in readiness to clean bathroom surfaces?
4. How can you prepare to be safe if you are working alone?
5. You have just started working in a new building. What safety information do you need to protect your personal safety?

Part 3: Manual Handling, page 39
1. What equipment can you use to make carrying safer?
2. What are the 6 key rules for safe lifting?
3. What extra steps should you take to work safely with wet and dry vacuums?

Part 4: Using Tools and Equipment, page 46
1. How do you know that your electrical equipment is safe to use?
2. Why should electrical cords be kept off the ground?
3. In your workplace, what colour code system is used for machinery and equipment that needs maintenance?

Part 4: Using Tools and Equipment, page 49
1. A cleaning task requires you to work at a height of more than 2 metres from the floor. Should you continue?
2. When should you use an extension pole?

Part 5: Hazardous Substances, page 59
1. What hazardous substances do you use in your work?
2. Where are the MSDS kept in your workplace?
3. Read the MSDS for one hazardous substance you use. What PPE does it tell you to wear when you use the product?
4. What colour code system for avoiding cross contamination is used in your workplace?
Part 6: Injury / Incident Management and Reporting, page 64

1. How can the MSDS help you if you have an emergency involving a hazardous substance?
2. Who do you notify of an incident or near miss which happens at your workplace?

Answers could include the following:

Part 1: Responsibilities, page 7

1. (i) Employers, property managers, building owners and cleaners are responsible for identifying health and safety hazards.
(ii) Cleaners are responsible for following safe work procedures.
(iii) Property managers and building owners are responsible for making sure the premises are safe.
2. If you feel you are being bullied at work you should report it to your supervisor immediately.
3. If you notice that another cleaner appears to be affected by alcohol it is your responsibility to report it to your supervisor.

Part 2: Personal Safety, page 26

1. Answer will depend on the situation however the larger, heavier equipment usually puts more stress on your body.
2. Answer will depend on the situation.
3. You should wear the following PPE:
   (i) Scrubber - goggles/eye wear; ear muffs
   (ii) Picking up sharps - gloves; tongs
   (iii) Vacuuming - closed in shoes
   (iv) Filling spray bottles - gloves
4. If you are working alone, you can prepare to be safe by:
   (i) using a mobile phone to log on and off a site
   (ii) logging in and out of work via security
   (iii) arrange to let your supervisor know when you have finished work
5. Answer will depend on the situation but should include reading the Site Risk Assessment form so as to be aware of the risks and possible hazards on the premises.

Part 3: Manual Handling, page 39

1. Answer will depend on situation
2. The 6 key rules for safe lifting are:
   (i) Always warm up before you do any lifting.
   (ii) Never lift anything that is too heavy for you. Test for the weight of the object or load with your foot.
   (iii) Move close to the object you are going to lift.
   (iv) Bend your knees and keep your back straight.
   (v) Use your legs to lift with and hold the object close to your body as you lift it.
   (vi) Move your feet to turn – don’t twist your body.
3. To work safely with wet and dry vacuums, you need to:
   (i) follow all electrical safeguards such as keeping the cord out of the water
   (ii) make sure you have the right body position- one leg in front and back leg
        supporting your weight.
   (iii) don’t over stretch or over reach.

Part 4: Using tools and Equipment, page 46
1. Your electrical equipment is safe to use if it has a maintenance tag stating that it has
   been checked.
2. Electrical cords should be kept off the ground away from water or other fluids and so
   they don’t get tangled in the machine or under the people’s feet causing them to trip
   over.
3. Answer will depend on the situation.

Part 4: Using tools and Equipment, page 49
1. Cleaners should not be working above 2 metres unless they are qualified and wearing
   a suitable harness.
2. You use an extension pole if you need to reach areas above shoulder height such as
   mirrors, windows or walls.

Part 5: Hazardous Substances, page 59
1. Answer will depend on the situation.
2. Answer will depend on the situation.
3. Answer will depend on the situation.
4. Answer will depend on the situation.

Part 6: Injury/Incident Management and Reporting, page 64
1. The MSDS can help you in several ways if you have an emergency involving a
   hazardous substance. The MSDS provides medical information for emergency
   situations. It also has information for emergency service personnel so that they know
   how to handle the product safely. The MSDS also contains contact information for
   emergency services.
2. Answer will depend on the workplace.
7. On-the-Job Demonstration

Questions and Activities

Responsibilities
1. Whose responsibility is it to handle and store chemicals safely?
2. Whose responsibility is it to use equipment correctly?

Personal Safety
1. Walk through a site and ask the cleaner to identify any hazards.
2. Ask the cleaner to demonstrate exercises for the body they can use to get ready for cleaning.
3. Choose one job the cleaner does and ask the cleaner to show the PPE they would use when doing that job.
4. Ask the cleaner what equipment they can use to make doing the job safer.

Manual Handling
1. Ask the cleaner to show you how to do warm up exercises before starting manual work.
2. Ask the cleaner to show you how to lift a load safely from the floor.

Using Tools and Equipment
1. Ask the cleaner to choose one piece of equipment and to tell you how it helps to make the job easier and safer.
2. Ask the cleaner to show you the electrical tools they use. Check them for tagging.
3. Ask the cleaner to show you where they plug in their electrical cords/leads.

Hazardous Substances
1. Ask the cleaner to show you the chemicals they use and how they are stored.
2. Give the cleaner the MSDS for a cleaning chemical. Ask them to find out what to do if they breathe it in or it gets in their eyes.
3. Ask the cleaner to show you how they clean up chemical spills.

Injury / Incident Management and Reporting
1. Ask the cleaner to show you the contents of their first aid kit.
2. Ask the cleaner to tell you where the nearest medical centre or doctor’s surgery is.
3. Ask the cleaner what they would do if the trolley they were using fell over but did not hit them.
4. Ask the cleaner what they would do if they received a deep cut to the finger.
Answers could include the following:

Responsibilities
1. It is the cleaner’s responsibility to handle and store chemicals safely.
2. It is the cleaner’s responsibility to use equipment correctly.

Personal Safety
1. Answer will depend on the situation.
2. Cleaner to demonstrate exercises they can use to get ready for cleaning. Should include stretches for legs, shoulders, neck, arms and back.
3. Answer will depend on the situation.
4. Answer will depend on the situation.

Manual Handling
1. Cleaner to demonstrate the correct method to do warm up exercises.
2. Cleaner to demonstrate safe and correct way to lift a load safely. (following the 6 steps).

Using Tools and Equipment
1. Answer will depend on the situation.
2. Electrical tools must have up to date tagging.
3. Answer will depend on the situation.

Hazardous Substances
1. Answer will depend on the chemical.
2. Answer will depend on the chemical.
3. To clean up a chemical spill, the cleaner needs to isolate the area, immediately clean up the spill and rinse.

Injury/Incident Management and Reporting
1. The first aid kit should contain a range of bandages and medications for minor cuts and scrapes.
2. Answer will depend on the situation.
3. The near miss / incident should be reported to the supervisor.
4. The cleaner should seek medical attention and report the incident to the supervisor.
8. Questions and Activities mapped against Training Package Competencies

Mapping of Training Package Competencies with questions and activities in the Training Manual

Questions and activities included in the ‘Check you ideas’ sections in Parts 1-6 of Safe Cleaning Matters: Safe Work Practices for Cleaners Training Manual support the development of knowledge and skills in the following units of competency from the CPP07 Property Services Training Package.

Units of competency

- CPPCLO1040A Prepare for work in the cleaning industry
- CPPCLO1041A Apply basic communication skills
- CPPCLO2035A Maintain cleaning storage areas

Listed on the following page for each unit of competency are the required knowledge and skills which are supported by questions and activities in the Training Manual. The reference to these questions and activities appears in brackets using the following format: Part #.Question or Activity #. For example, Part 2.3 refers to Question or Activity 3 in Part 2 of the Training Manual.

CPPCLO1040A Prepare for work in the cleaning industry

- Reading and interpreting chemical labels and materials safety data sheets – Part 5.1, Part 5.2, Part 5.3, Part 5.4, Part 6.1
- Safe handling of chemicals – Part 2.3, Part 5.3, Part 5.4, Part 6.1
- Safe use of equipment for buffing, cleaning glass, mopping and sweeping – Part 2.1, Part 2.2, Part 2.3, Part 3.3, Part 4.1 (p46), Part 4.2 (p46), Part 4.3 (p46)
- Working alone – Part 2.4
- PPE – Part 2.3, Part 5.3

CPPCLO1041A Apply basic communication skills

- Reading and interpreting chemical labels and materials safety data sheets – Part 5.1, Part 5.2, Part 5.3, Part 5.4, Part 6.1
- Reading and interpreting equipment labels – Part 4.1 (p46)
- Working alone – Part 2.4
- OHS company procedures – Part 2.4, Part 2.5, Part 4.1 (p49), Part 4.2 (p49), Part 6.2
- OHS legislation - Part 1.1, Part 1.3, Part 6.2
- Safe use of chemicals – Part 2.3, Part 5.3, Part 5.4
- Safe use of equipment – Part 2.1, Part 2.2, Part 3.3, Part 4.1 (p46), Part 4.2 (p46), Part 4.3 (p46)
- Biological control – Part 2.3
- Relevant cleaning methods for different surfaces – Part 2.3, Part 3.3, Part 4.2 (p46), Part 4.3 (p46), Part 4.1 (p49), Part 4.2 (p49)

**CPPCLO2035A Maintain cleaning storage areas**

- Reading and interpreting chemical labels and materials safety data sheets – Part 5.1, Part 5.2, Part 5.3, Part 5.4, Part 6.1
- Identifying hazards and controlling risks - Part 2.5, Part 4.1 (p46), Part 4.2 (p46), Part 4.1 (p49), Part 4.2 (p49)
- Working alone – Part 2.4
- PPE - Part 2.3, Part 5.3
- Safe storage, preparation and use of chemicals – Part 2.3, Part 5.1, Part 5.2, Part 5.3, Part 5.4
- OHS legislation - Part 1.1, Part 1.3, Part 6.2
- Chemical product knowledge – Part 2.3, Part 5.1, Part 5.2, Part 5.3, Part 5.4