

# Curriculum Outline



**57937**

**General Education and  
Training Certificate:  
Hygiene and Cleaning  
Level 1**

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## A. Key Elements and Outline

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Key Elements and Outline of the Qualification 57937 “General Education and Training Certificate: Hygiene and Cleaning” as an NQF Aligned Learning Programme:

<b>Name of Programme</b>	General Education and Training Certificate: Hygiene and Cleaning
<b>Purpose of Programme</b>	<p>The primary purpose of this qualification is to develop in a learner, the foundational, practical and reflexive competencies required for a career in the Hygiene &amp; Cleaning Services Industry. Central to the qualification is the development of a culture of quality service and professionalism in a cleaning services environment. This qualification intends to produce cleaners who can find gainful employment in the cleaning industry.</p> <p>This qualification will enable learners to access learning in a related field (e.g. Hospitality, Health Care, Wholesale and Retail, Food Production or Manufacturing etc.), or a related branch of cleaning (e.g. Industrial, Hospital, Car Wash, Dry Cleaning and Laundry, Garden Services, Aircraft Cleaning or Textile Cleaning etc.).</p>
<b>Rationale</b>	<p>The range of typical learners will include cleaners, team leaders, supervisors, temporary or relief cleaners and emerging entrepreneurs who currently, or who aspire, to operate in the cleaning industry at large. It is recognised that Cleaning is a 'feeder' industry from which learners can move into other related sectors.</p> <p>This qualification is designed as the first qualification in the learning pathway in the cleaning sector and is suited to the following occupations:</p> <ul style="list-style-type: none"> <li>• Cleaner</li> <li>• Laundry assistant</li> <li>• Car wash attendant</li> <li>• Garden services</li> <li>• Relief cleaner</li> <li>• Room attendants</li> <li>• Ward hostess</li> <li>• Domestic worker</li> <li>• Sculler</li> </ul> <p>The second qualification in the sector is suited to the following occupations:</p> <ul style="list-style-type: none"> <li>• Specialist cleaners in the cleaning industry (Textile, Laundry, Industrial Health Care Cleaning)</li> <li>• Team Leaders</li> <li>• Care givers</li> </ul> <p>Thereafter learners will access management qualifications, as they will assume positions of greater responsibility for the work of others in a team, company or organisation.</p>

	<p>They could move up to positions such as:</p> <ul style="list-style-type: none"> <li>• Municipal Waste/Environmental Health Officer</li> <li>• Operations Manager in the Contract Cleaning Industry</li> <li>• Laundry Manager</li> <li>• Environmental Officer/Assembly Line Manufacturing</li> <li>• Self-employment as independent cleaning contractor in the elective field of learning (e.g. Laundry, Contract Cleaning etc.)</li> <li>• Housekeeping Manager (Health Care Facilities, etc.)</li> <li>• Food Safety Officer (Food Production Facilities)</li> <li>• Internal auditor (quality systems) in the cleaning industry</li> </ul> <p>This qualification will help to transform the Cleaning Services Industry by:</p> <ul style="list-style-type: none"> <li>• Learners continually improving and projecting a professional image</li> <li>• Instilling a culture of awareness that a clean, hygienic and safe environment will improve the quality of life for all South Africans</li> <li>• Promoting international/world class standards and best practice in the cleaning sector</li> </ul> <p><b>The qualification aims to:</b></p> <ul style="list-style-type: none"> <li>• Allow employees within the industry to identify and pursue a career within the Hygiene and Cleaning Industry.</li> <li>• Provide a vehicle to enhance the dignity of workers in this industry and develop their sense of pride and job satisfaction.</li> <li>• Develop a better understanding of the industry amongst employees.</li> <li>• Enhance a code of ethics that includes viable and sustainable environmental management practices.</li> <li>• Provide consistent quality and safety standards.</li> <li>• Educate learners, clients and society at large about hygiene, for the purpose of improving general health by implementing best practice cleaning methods.</li> </ul> <p>Expose aspirant entrepreneurs to opportunities to enter the formalised cleaning industry thus stimulating the economy.</p>
<b>Programme Duration</b>	12-18 months
<b>NQF Level</b>	NQF 1
<b>Qualification Rules</b>	<p>To be awarded the Qualification learners are required to obtain a minimum of 120 credits as detailed below.</p> <p>Fundamental Component: The Fundamental Component consists of Unit Standards in:</p> <ul style="list-style-type: none"> <li>• Mathematical Literacy at Level 1 to the value of 16 credits</li> <li>• Communication at Level 1 to the value of 23 credits</li> <li>• All Unit Standards in the Fundamental Component are compulsory.</li> </ul>

	<p>Core Component:</p> <ul style="list-style-type: none"> <li>The Core Component consists of Unit Standards to the value of 68 credits all of which are compulsory.</li> </ul> <p>Elective Component:</p> <ul style="list-style-type: none"> <li>The Elective Component consists of individual unit standards from which the learner must choose unit standards totalling a minimum of 13 credits</li> </ul>
<b>Exit Level Outcomes</b>	<ol style="list-style-type: none"> <li>Recognise the importance of a healthy lifestyle by accepting own responsibility for life skills and wellness including HIV/AIDS.</li> <li>Demonstrate understanding of the application of cleaning principles according to international/world class standards and best practice.</li> <li>Clean generalised areas using cleaning principles according to international/world class standards and best practice.</li> <li>Clean ablution areas using cleaning principles according to international/world class standards and best practice.</li> <li>Clean floors using cleaning principles according to international/world class standards and best practice.</li> <li>Demonstrate knowledge of and apply environmental awareness during the cleaning process.</li> </ol>
<b>Critical Cross Field Outcomes</b>	The Critical Cross-Field Outcomes are addressed throughout the individual Unit Standards. Any indication of how this can be done is indicated in each Unit Standard
<b>Target Group / Occupational link</b>	The range of typical learners will include cleaners, team leaders, supervisors, temporary or relief cleaners and emerging entrepreneurs who currently, or who aspire, to operate in the cleaning industry at large
<b>Learning assumed to be in place</b>	As this is an NQF Level 1 qualification, and therefore the starting point of a career and of training and development in the cleaning industry, no formal learning is assumed to be in place. It is preferable however that a learner accessing this qualification has attained competence in Communication and Mathematical Literacy at ABET Level 2 or the equivalent.
<b>Recognition of Prior Learning</b>	<p>This qualification can be achieved wholly or in part through the Recognition of Prior Learning. RPL is particularly relevant for the recognition of knowledge and skills acquired over many years in the workplace for those already employed but who have no formal qualification. RPL will allow those persons to accumulate credits against Unit Standards in this Qualification for what they already know and can do.</p> <p>The way in which prior learning will be assessed and/or determined will be agreed to jointly by the assessor and the learner in question. Use could be made of on-the-job tasks, the submission of a portfolio of evidence and summative assessment tools such as a written test. The techniques and tools that would be used for assessment of learners who have accessed the Qualification would be applicable to those wishing to undergo an RPL exercise. The emphasis in RPL must be to give the learner every opportunity to demonstrate competence in the Specific Outcomes of the Unit Standards and the Exit Level Outcomes of the Qualification.</p>

<b>Learning Materials</b>	The programme pack consists out of the following documents: <ol style="list-style-type: none"><li>1. Learner Guides</li><li>2. Facilitator Guides</li><li>3. Assessment Guides</li><li>4. Formative Assessment</li><li>5. Summative Assessment</li><li>6. Moderator Guide</li></ol>
<b>Credit Value</b>	A minimum of 120 credits is required to complete the Qualification. In this Qualification the credits are allocated as follows: <ul style="list-style-type: none"><li>➤ Fundamental: 39 credits.</li><li>➤ Core: 68 credits.</li><li>➤ Electives: 13 credits.</li></ul>

**Module 1: Personal Preparation**

<b>ELO</b>	<b>US Type</b>	<b>NLRD</b>	<b>US Title</b>	<b>Level</b>	<b>Credits</b>
	Core	243189	Manage personal finances	1	8
	Core	243193	Practice good health and grooming habits	1	4
	Core	243195	Provide good customer service in a cleaning services environment	1	4
	Fundamental	7451	Collect, analyse, use and communicate numerical data	1	2
	Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	1	2
	Fundamental	119635	Engage in a range of speaking/signing and listening interactions for a variety of purposes	1	6
<b>Total Credits</b>					<b>26</b>

**Skills Programme 2: Working in Teams**

<b>ELO</b>	<b>US Type</b>	<b>NLRD</b>	<b>US Title</b>	<b>Level</b>	<b>Credits</b>
	Core	114936	Participate effectively in a team or group	1	2
	Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time	1	2
	Elective	243191	Portray a professional image within a cleaning team	1	4
	Fundamental	14084	Demonstrate an understanding of and use the numbering system	1	1
	Fundamental	119631	Explore and use a variety of strategies to learn	1	5
	Fundamental	119640	Read/view and respond to a range of text types	1	6
	Fundamental	7461	Use maps to access and communicate information concerning routes, location and direction	1	1
<b>Total Credits</b>					<b>21</b>

**Skills Programme 3: Cleaning the Workplace**

<b>ELO</b>	<b>US Type</b>	<b>NLRD</b>	<b>US Title</b>	<b>Level</b>	<b>Credits</b>
	Core	243204	Understand basic cleaning principles	1	15
	Core	243199	Clean above the floor surfaces	1	4
	Core	243206	Clean toilets and bathrooms	1	6
	Elective	243207	Clean windows	1	4
	Core	243197	Remove spots and spillages from carpets and upholstery	1	5
	Core	243194	Sweep floors	1	4
	Core	243203	Use chemicals in the cleaning services environment	1	8
	Core	243201	Vacuum dry surfaces	1	4
	Fundamental	7447	Working with numbers in various contexts	1	6
	Fundamental	119636	Write/Sign for a variety of different purposes	1	6
	Core	243198	Wet mop floors	1	4
<b>Total Credits</b>					<b>66</b>

**Skills Programme 4: Workplace Safety**

<b>ELO</b>	<b>US Type</b>	<b>NLRD</b>	<b>US Title</b>	<b>Level</b>	<b>Credits</b>
	Fundamental	7463	Describe and represent objects and the environment in terms of shape, space, time and motion	1	2
	Elective	9909	Identify and process waste	2	4
	Elective	115091	Monitor compliance to safety, health and environmental requirements in a workplace	2	2
<b>Total Credits</b>					<b>8</b>



## B. Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

DATE	MODULE	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER MODULE
<b>Month 1</b>	<b>Module 1 – Personal Preparation</b>				
	<b>Personal Preparation</b>	Manage personal finances	243189	8	<b>26</b>
		Practice good health and grooming habits	243193	4	
		Provide good customer service in a cleaning services environment	243195	4	
		Collect, analyse, use and communicate numerical data	7451	2	
		Critically analyse how mathematics is used in social, political and economic relations	7449	2	
		Engage in a range of speaking/signing and listening interactions for a variety of purposes	119635	6	
	<b>Contact / Facilitation Days</b>	<b>14 DAYS</b>	<b>Workplace Application Days 15 DAYS</b>		
	<b>Theory</b>	<b>78 Hours</b>			
	<b>Practical</b>	<b>146 Hours</b>			
	<b>Assessments</b>	<b>36 Hours</b>			

DATE	MODULE	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER MODULE
<b>Month 3</b>	<b>Module 2 – Working in Teams</b>				
	<b>Working in Teams</b>	Participate effectively in a team or group	114936	2	<b>21</b>
		Analyse cultural products and processes as representations of shape, space and time	7464	2	
		Portray a professional image within a cleaning team	243191	4	
		Demonstrate an understanding of and use the numbering system	14084	1	
		Explore and use a variety of strategies to learn	119631	5	
		Read/view and respond to a range of text types	119640	6	
		Use maps to access and communicate information concerning routes, location and direction	7461	1	
	<b>Contact / Facilitation Days</b>	<b>12 DAYS</b>	<b>Workplace Application Days 12 DAYS</b>		
	<b>Theory</b>	<b>63 Hours</b>			
	<b>Practical</b>	<b>118 Hours</b>			
	<b>Assessments</b>	<b>29 Hours</b>			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 5	<b>Module 3 – Cleaning the Workplace</b>				
	<b>Cleaning the Workplace</b>	Understand basic cleaning principles	243204	15	<b>66</b>
		Clean above the floor surfaces	243199	4	
		Clean toilets and bathrooms	243206	6	
		Clean windows	243207	4	
		Remove spots and spillages from carpets and upholstery	243197	5	
		Sweep floors	243194	4	
		Use chemicals in the cleaning services environment	243203	8	
		Vacuum dry surfaces	243201	4	
		Working with numbers in various contexts	7447	6	
		Write/Sign for a variety of different purposes	119636	6	
	Wet mop floors	243198	4		
	<b>Contact / Facilitation Days</b>	<b>20 DAYS</b>	<b>Workplace Application Days 39 DAYS</b>		
	<b>Theory</b>	<b>198 Hours</b>			
	<b>Practical</b>	<b>370 Hours</b>			
	<b>Assessments</b>	<b>92 Hours</b>			

DATE	MODULE	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER MODULE
Month 8	<b>Module 4 – Workplace Safety</b>				
	<b>Workplace Safety</b>	Describe and represent objects and the environment in terms of shape, space, time and motion	7463	2	<b>8</b>
		Identify and process waste	9909	4	
		Monitor compliance to safety, health and environmental requirements in a workplace	115091	2	
	<b>Contact / Facilitation Days</b>	<b>6 DAYS</b>	<b>Workplace Application Days 5 DAYS</b>		
	<b>Theory</b>	<b>24 Hours</b>			
	<b>Practical</b>	<b>45 Hours</b>			
	<b>Assessments</b>	<b>11 Hours</b>			

Month 9	<b>FINAL SUMMATIVE ASSESSMENT</b>
Month 10	<b>FINALISING PORTFOLIOS OF EVIDENCE</b>

**Notional hours of learning**

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	<ul style="list-style-type: none"> <li>363 hours required for formal learning.</li> </ul>
Workplace	<ul style="list-style-type: none"> <li>678 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>169 hours required for assessment preparation, evidence collection and submission.</li> </ul>
<b>TOTAL NOTIONAL HOURS</b>	<ul style="list-style-type: none"> <li><b>1210 HOURS = 121 UNIT STANDARD CREDITS</b></li> </ul>

## C. Curriculum Outline

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### Module 1: Personal Preparation

Unit Standard No: 7449

Unit Standard Name: Critically analyse how mathematics is used in social, political and economic relations

S/O No	Specific Outcome	Learning Outcomes
1	Critically analyse the use of mathematical language and relationships in the workplace	The ways in which mathematics is used in the workplace are described. (Percentage, graphs, differences, ratio and proportion)
		Ways in which mathematical relationships and language can be used to represent particular perspectives are described. Different forms of comparisons such as differences versus ratio. Manipulation of graphs through choice of graph, scale of axes and nature of axes. Use of different averages: mean, median, mode. More than one perspective is to be described.
2	Critically analyse the use of mathematical language and relationships in the economy	The ways in which mathematics is used is described. (% , graphs, differences, ratio and proportion)
		Ways in which mathematical relationships and language can be used to represent particular perspectives are described. Different forms of comparisons such as differences versus ratio. Manipulation of graphs through choice of graph, scale of axes and nature of axes. Use of different averages: mean, median, and mode. More than one perspective to be described
		The impact of economic changes on the individual is described
3	Critically analyse the use of mathematics in social relations	Ways in which mathematics can be used as a filter for social differentiation are described. (Social differentiation includes examples such as entrance qualifications; number of women doing mathematics.)
		The significance attached to number by different societies is described. (Spiritual; superstitious; aesthetic; political)
		The use of mathematics in the media is described. (Adverts, reports, sports)
4	Critically analyse use of mathematics & mathematical language & relationships in political relations	The ways in which mathematics is used is described. (Percentage, graphs, differences, ratio and proportion)
		Ways in which mathematical relationships and language can be used to represent particular perspectives are described. Different forms of comparisons such as differences versus ratio. Manipulation of graphs through choice of graph, scale of axes and nature of axes. Use of different averages: mean, median, and mode. More than one perspective to be described.
		The impact of the use of mathematics in these contexts on individuals and social groups is described

**Module 1: Personal Preparation**

**Unit Standard No: 243193**

**Unit Standard Name: Practice good health and grooming habits**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Deal with common health conditions to help prevent the spread of illness</b>	Common unhealthy conditions are explained and three examples given of conditions that pose a risk to the health of others. (Range of conditions that pose a risk to the health of others could include, but is not limited to, open wounds, cuts, sores, boils, skin rashes, coughs, colds, influenza, diarrhoea, conjunctivitis)
		Action is taken to contain the condition or limit the spread of germs, and two examples are given in terms of practicing good health habits. (Range of actions to contain the condition or limit the spread of germs could include, but is not limited to, reporting an unhealthy condition, washing hands, covering nose and mouth whilst sneezing or coughing, disposing of used tissues, washing and covering cuts and sores, not touching body fluids, washing used crockery and cutlery.)
		Illnesses or symptoms that could require professional help are named giving three examples in terms of practicing good health habits. (Professional help could include, but is not limited to a qualified first-aider, a nurse aid, a qualified nurse, pharmacist, doctor. Illnesses and symptoms could include, but are not limited to, hepatitis, tuberculosis, diarrhoea, influenza, food poisoning, conjunctivitis, sore throat, influenza.)
2	<b>Practice good hygiene habits</b>	The importance of good hygiene habits is understood and three examples are given in terms of practicing good health habits. Range of good hygiene habits could include, but is not limited to, regular washing of the body and hair, brushing teeth, maintaining clean hands and fingernails, wearing clean clothes daily
		Reasons for practicing effective hand washing are explained in terms of good health habits.
		Hand washing is demonstrated and four examples given of when it is good practice to wash hands. (Range could include, but is not limited to, washing hands after urinating, defecating, blowing nose, sneezing, handling waste, handling chemicals, smoking, preparing food, eating)
		Unhygienic habits are described and three examples are given that would be unacceptable. (Range of unhygienic habits could include, but is not limited to, spitting, coughing or sneezing without covering the nose and mouth, discharging mucus from the nose without the use of a tissue or handkerchief, urinating in public, smoking in a smoke-free area, discarding food carelessly.)
		Reasons for not sharing personal items with others is understood and three examples given in terms of practicing good health habits. (Range of personal items that could be unhygienic to share includes, but is not limited to, hairbrushes, razors, toothbrushes, face cloths, handkerchiefs, clothing, unwashed crockery and cutlery)
3	<b>Practice good grooming and dress habits</b>	Reasons for being well groomed are explained in terms of employer requirements. (Range for good grooming refers to a clean and neat appearance appropriate for the working environment)
		Clothing is visibly clean and worn neatly in accordance with the worksite procedure and good grooming habits
		Clothing worn is in good repair in accordance with worksite procedures
		Haircut and hairstyle, use of makeup and jewellery worn, do not interfere with cleaning tasks and reasons for this are explained in safety and good grooming habits

**Module 1: Personal Preparation****Unit Standard No: 243195****Unit Standard Name: Provide good customer service in a cleaning services environment**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Identify customers in a cleaning services environment</b>	External customers are described in terms of the cleaning service provided and the learner's scope of work
		The concept of customers paying for cleaning services is explained in terms of basic cleaning principles and basic business principles
		The importance of external customers is explained giving two reasons for their importance in terms of basic cleaning principles and basic business principles
		Internal customers are described in terms of his/her organisation's structure and cleaning services provided to external customers
		The concept of providing good service to both external and internal customers in a cleaning services environment, and the importance of doing so, is explained in terms of the application of basic cleaning principles and basic business principles
2	<b>Demonstrate an awareness of customer requirements in a cleaning services environment</b>	Customer requirements are listed in terms of the scope of work, cleaning specification and worksite procedure
		The customer's reasons for cleaning are identified in terms of the scope of work, cleaning specification, worksite procedure and basic cleaning principles. Range of reasons for cleaning could include but is not limited to, removal of dirt, providing an environment that is healthy, hygienic, pleasant and/or safe, to recover valuable or re-usable materials, to protect surfaces from wear, to preserve the value of items or surfaces, to create or maintain a business image or appearance
		The importance of understanding the customer's requirements correctly is explained and two reasons given in terms of basic cleaning principles and providing customer service
3	<b>Meet the requirements of customers in a cleaning services environment</b>	Cleaning tasks and other duties are completed in accordance with the worksite procedure, and the importance of doing so is explained in terms of basic cleaning principles and providing customer service
		The importance of doing the work correctly first time, every time, is explained in terms of basic cleaning principles and providing customer service
		The importance of treating customers with courtesy is explained and three examples given in terms of basic cleaning principles and providing customer service. (Courtesy could include but is not limited to, greeting customers, maintaining eye contact during communication, listening carefully, smiling and using other positive body language, being helpful and friendly, standing to one side and/or removing equipment to allow people to pass)
		Customer property is handled with care and respect and the importance of doing so is explained in terms of the

		cleaning specification and providing customer service. (Range of customer property includes but is not limited to building structures, furniture and fittings, floor coverings)
		The reasons for providing good customer service are described and three examples given in terms of his/her organisation's relationship with the customer and basic business principles
		Appropriate responses are made when a customer is not satisfied with work done, and two examples are given, in terms of basic cleaning principles and providing customer service

**Module 1: Personal Preparation****Unit Standard No: 7451****Unit Standard Name: Collect, analyse, use and communicate numerical data**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Identify situations for investigation and data collection and collect numerical data</b>	Situations for data collection are identified in terms of the purpose for data collection
		Appropriate methods are selected to collect data
		A variety of appropriate data collection methods are used to collect data from primary and secondary sources. (Surveys, books, interviews, observations, tally sheets and questionnaires)
		The potential misuse of data achieved through the data collection method is described
2	<b>Classify and analyse numerical data</b>	Data is organised for meaningful analysis. (Classification, ordering, listing)
		Analytical tools are used correctly and appropriately to analyse the data. (Median, mean, modes, frequency, range)
		The differences between and uses of mean, median and mode are described
3	<b>Summarise and display organised numerical data</b>	The form of display is appropriate to the data and context, and is justified in terms of its appropriateness
		The scale is selected and used for a reasonable presentation of the data, and the scale is justified in terms of its reasonableness
		Different forms of display are identified and evaluated in terms of their purposes
4	<b>Extract, interpret and critically evaluate information from various forms of display</b>	The information extracted from the display is consistent with the display
		The information is interpreted to form informed opinions
		Displays that distort information are identified and the manner in which they distort information is described
		The effect of distortions in displays is described in terms of the impact on meaning in social, socio-historical, political and economic contexts
		Projections or predictions are made in a manner that is consistent with the display
		The information is analysed to determine and report on the validity of data collection methods, forms of display and projections that are made
		Communication of findings is clear, consistent with the display and makes use of accepted terminology
5	<b>Demonstrate understanding of the concept of chance and calculate simple probabilities</b>	Situations are identified in which chance arises
		Simple probabilities are determined
		Statements of chance are correctly interpreted
		The number of combinations and the probability of a particular event are determined
		Probabilities are used to address simple real or simulated problems



**Module 1: Personal Preparation****Unit Standard No: 243189****Unit Standard Name: Manage personal finances**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Understand personal finance</b>	Personal finance is explained in terms of day to day life.
		The difference between personal income and expenditure is explained in terms of basic financial principles.
		The reasons for personal financial planning are explained in terms of maintaining financial stability.
2	<b>Plan and prepare a personal budget</b>	Sources of income are explained in a personal context.
		Pay slips are interpreted in terms of income, deductions, gross and net pay.
		The difference between a fixed and a variable expense is explained in terms of basic financial principles.
		The difference between a need and a want is explained in terms of managing financial stability.
		Different methods of financing purchases are explained in terms of advantages and disadvantages in accordance with basic financial principles. (Range of methods of financing purchases includes, but is not limited to, cash, loan, lay-by, terms, credit card.)
		A personal budget is drawn up to assess current financial status and manage financial stability.
		The reasons for financial discipline are explained in terms of managing financial stability.
3	<b>Operate a personal bank account</b>	The different accounts and services available at banks are explained in terms of managing personal finance.
		Banking documents are completed in accordance with banking requirements. (Range could include, but is not limited to, account application forms, deposit slips, withdrawal slips, request for statement, cheques.)
		The reasons for keeping a record of banking transactions is explained in terms of managing personal finance.
		The reasons for taking care when doing banking transactions and handling cash is explained in terms of safety and managing personal finances. (Range of banking transactions and handling cash includes, but is not limited to, use of an ATM, cash and till points.)
		The safe use of Personal Identification Numbers (PINs), passwords and credit/debit cards is explained in terms of good banking principles.

**Module 1: Personal Preparation**

**Unit Standard No: 119635**

**Unit Standard Name: Engage in a range of speaking/signing and listening interactions for a variety of purposes**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Use speaking/signing and listening strategies</b>	Main message of oral/signed communication is successfully understood
		Main message of oral/signed communication is successfully communicated
		Speech/sign features (e.g. register, tone, body language, non-manual features(NMFs),tempo, volume/sign size and pace, stress) are interpreted (e.g. mismatch between tone and content).
		Speech/sign features (e.g. as above) are appropriately used
		Processes for checking that effective communication is taking place are successfully employed (checking on own and other’s understanding; rephrasing; asking for clarification; asking for feedback; etc).
		Translation into other languages/sign systems is used where helpful and appropriate
2	<b>Identify the purpose, audience and context of the communication</b>	Likely purpose of oral/signed communication is identified
		Likely source of received oral/signed communication is identified
		Features of the context in which communication happens are described
		Ways in which purpose, audience, context and source influence the communication are discussed with supporting evidence from a received oral/signed text
		A spoken/signed text is produced that is appropriate for purpose, audience and context
3	<b>Use strategies to engage with meaning and organisation in communication</b>	Main ideas, topics, messages or themes are identified in a received oral/signed text
		Main ideas, topics, messages or themes are communicated effectively in a spoken/signed text
		Surface/ literal content is found, recalled, paraphrased or summarised as required in a received oral/signed text
		Understanding of organising features of oral/signed text is used to extract meaning (eg openings and conclusions, sequence of ideas and events, statements and supporting evidence such as examples or illustrative points, opinions and supporting points, linking words/signs or phrases use of space and repetition).
		Organising principles are used to produce meaningful spoken/signed text (examples as above).
4	<b>Show a critical awareness of language use in oral/signed texts</b>	The speaker’s /signers opinions and emotions are identified, and a justified response is given
		Fact, fiction and opinions are identified and distinguished.
		Inferences are made from received oral/signed texts (misleading or contradictory information is identified, the omission of necessary information is noted, meanings not directly stated are noted etc).

		<p>Possible reasons are given to explain why misleading or contradictory information is given, why opinions are presented as fact, or why relevant information is omitted.</p> <p>Manipulative (e.g. emotive language, gestures or tone, rhetorical devices), biased (e.g. use of stereotypes or subjective opinion presented as fact), or ideologically driven (e.g. use of political jargon, overt value statements) uses of language are identified.</p> <p>A spoken/signed text using manipulative or emotive strategies is produced (a speech, radio/TV advertisement etc).</p> <p>Own opinion on an oral/signed communication is given and justified.</p>
5	<b>Use and respond to aesthetic, emotive, cultural and social aspects of oral/signed texts</b>	<p>Literary and stylistic devices (symbolism, rhyme, rhythm, poetic devices etc) are identified and used</p> <p>The effects of literary and stylistic devices are discussed with supporting evidence</p> <p>Emotive language is recognised and used in appropriate ways</p> <p>Attitudes expressed in oral/signed texts towards languages and language varieties are identified and discussed.</p>
6	<b>Use and respond to conventions and structures in communication</b>	<p>Type of interaction is identified (formal talks or presentations; discussions and debates; interviews; informal conversations; one-on-one discussions; group/ meeting discussions etc).</p> <p>An oral/signed text is produced using conventions appropriate to the identified type of interaction.</p> <p>Grammatical structures are identified and used to extract meaning in received oral/signed texts</p> <p>Appropriate grammatical structures are used to convey meaning effectively in spoken/signed texts</p> <p>Vocabulary is relevant and appropriate</p> <p>Choice of conventions and structure in spoken/signed text is justified.</p>

**Module 2: Working in teams****Unit Standard No: 7461****Unit Standard Name: Use maps to access and communicate information concerning routes, location and direction**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Read, interpret and use maps, to depict and make sense of real locations, distances and position</b>	Objects are identified on a map
		The positions of objects on a map are given using reference points on a grid
		A variety of routes between two points on a map are identified and described
		Appropriate routes are identified and selected to meet the requirements of a variety of circumstances
		Real distances between points on a map are determined correctly in accordance with the scale
		Landmarks are used to give direction in real life, and these landmarks are identified and located on a map
		Directions are given correctly using maps and in real life. (Bearing and the four compass points)
2	<b>Draw maps according to scale</b>	Maps are drawn such that the relative positions of places and objects match the real situation
		A suitable scale is chosen, indicated and applied correctly
		Symbols used conform to conventional uses or are defined through a key or legend
		The map is clear and neat and contains all critical information as required by the situation
		Maps are converted from one scale to another

**Module 2: Working in teams****Unit Standard No: 7464****Unit Standard Name: Analyse cultural products and processes as representations of shape, space and time**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Identify geometric shapes and patterns in cultural products</b>	Basic transformations are identified. (Translations, reflections and rotations)
		Basic geometric shapes are identified
		Basic patterns are identified and described
		Basic patterns are extended in a way that maintains the consistency of the pattern
2	<b>Analyse similarities and differences in shapes and patterns, and the effect of colour, used by different cultures</b>	Similarities in shapes and patterns are identified
		Differences in shapes and patterns are identified
		Possible reasons for similarities and/or differences in shapes and patterns used by different cultures are identified
		The effect of colour on shape and symmetry is described and illustrated
3	<b>Analyse and explain the way shapes and space are used in different epochs and cultures</b>	Shapes used by different cultures are identified
		The use of space in different cultures is analysed and explained
		The use of space in different epochs is analysed

**Module 2: Working in teams****Unit Standard No: 14084****Unit Standard Name: Demonstrate an understanding of and use the numbering system**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Count and/or estimate a number of items and an amount of money and record the number or amount oral</b>	The quantity or amount expressed and recorded is correct in terms of number names and symbols used.
		The form of written numbers is in accordance with the conventions for writing numbers
		Money is written in accordance with established conventions. Including but not limited to the following forms: R5,86; R5; 4. 86; 586c.
		The language of estimation is used where appropriate. (Including but not limited to: about, more-or-less, close to, less than, more than, approximately, nearly)
		The accuracy of estimates is appropriate in terms of the context, the need for speed and the purpose of the estimates
		The link between the number of items, the number names and number symbols is demonstrated
2	<b>Demonstrate understanding of and use the continuous, recurring, patterned nature of the whole number</b>	Identified patterns are consistent throughout the pattern
		Completed patterns are internally consistent
		Numbers are correctly sequenced according to size or identified patterns
		Numbers generated or expanded using groupings of 1s; 10s; 100s and 1 000s equate to the original numbers
		The language of comparison is used where appropriate and demonstrates the relationship between numbers. (Including but not limited to: more than, less than, bigger, smaller, the same as, equal to, nearly, fewer, least, different)
3	<b>Work with fractions and demonstrate understanding of the size</b>	Drawings indicating the size of fractional parts of shapes are close enough to exact sizes to make the fraction denoted clear.
		The sizes of fractional parts of quantities and lengths are exactly correct
		The relative sizes of fractions are displayed through correct sequencing and direct comparisons
		Symbolic representations of fractions, decimals and percentages accord with recognized conventions. Includes the following conventions: 3 - 4 0; 3/4; 0,75; 75%; - 75 - 100 0.
		Explanations of how to find fractions of shapes, lengths and quantities ; clarify the role of the denominator and numerator
		The language of fractions is used correctly. (Language includes half, third, quarter, halves, thirds, quarters, whole, equal parts, divide between, share)
		Descriptions of the uses of fractions, decimals and percentages are in line with everyday examples

		Demonstrate understanding of and use mathematical language, symbols and notation
4	<b>Demonstrate understanding of and use mathematical language, symbols and notation to represent and communicate mathematical relations, concepts and generalizations</b>	Numbers in word and symbolic form are read and written according to accepted conventions
		Ordinals in word and abbreviated form are read and written according to accepted conventions
		Fractions in words and symbols are read and written according to accepted conventions
		The ordinal and cardinal value of numbers are linked correctly using the language and abbreviations for ordinal and cardinal numbers
5	<b>Explain the origin and logic of, and use, an alternative means of counting and recording quantity</b>	The explanation describes the origin of the system, how the system works, and demonstrates how it can be generalized
		The system is used in accordance with its logic to correctly express the quantity being counted

**Module 2: Working in teams****Unit Standard No: 114936****Unit Standard Name: Participate effectively in a team or group**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Identify the advantages and disadvantages of working in a team or group</b>	Reasons why people work together in teams or groups are explained with reference to different types of activity. Includes, but is not limited to sport, recreation, voluntary organisations, community projects, study and work
		Situations in own environment where working in a team would be more beneficial than working as an individual are investigated based on personal observation
		Potential risks associated with working in a team or group are identified in terms of negative consequences for the individual and the group
2	<b>Identify the characteristics of an effective team or group</b>	The characteristics of an effective team or group are explored for different types of groups
		The reasons why a specific group or team is effective in working together are explained with particular reference to the purpose of the group and relationships within the group or team
		Behaviours and attitudes that reflect positive relationships are identified with examples
		The role of communication channels in building relationships is discussed for a specific group or team
		The potential impact of own strengths and weaknesses on a particular group or team is identified and an indication is given of how these could affect relationships and the achievement of group goals
3	<b>Identify the roles and responsibilities of individuals in a team or group</b>	The different roles required for the effective functioning of a selected group are described for a specific situation
		The responsibilities of each member of a team or group are identified in relation to the purpose and goals of the group
		The learner's own role in a specific group is explained in terms of contribution, responsibility and accountability
4	<b>Identify and apply techniques to manage group dynamics</b>	Techniques for managing conflict constructively are investigated for a specific group situation
		Problem solving processes are discussed as a means of finding creative solutions
		The importance of effective communication as a technique is explained and an indication is given of the consequences of poor communication for group dynamics. Includes, but is not limited to active listening, assertiveness, non-verbal communication and clear self-expression
		The process of review and reflection is demonstrated as a means of monitoring individual and group achievement



**Module 2: Working in teams**

**Unit Standard No: 119631**

**Unit Standard Name: Explore and use a variety of strategies to learn**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Use language for learning</b>	Concepts are transferred from one language to another where applicable A variety of terms related to learning tasks are distinguished and applied (e.g. analyse, discuss, describe, compare, contrast). Language styles used in different learning areas are distinguished and applied
2	<b>Take responsibility for own learning and make choices about learning</b>	Commitment to learning process is actively demonstrated (in group work, self-study activities, compiling of portfolios etc.). Own learning materials are well organised A learning task is chosen from a set of alternatives (essay topic; research project, signed narrative etc.). Learning tasks are completed within appropriate time frames Self-assessment tasks are completed Self and time-management skills are used to plan and monitor own learning Learning and career options are selected on the basis of detailed guidance from the appropriate practitioner (learning programmes, skills programmes, learnerships, qualifications and career pathways etc.).
3	<b>Identify different kinds of learning strategies and use what is appropriate to the task</b>	Appropriate learning strategies are identified (asking questions, reading/viewing and listening for detail, summaries, synthesising, skimming, scanning, mind maps, pictures, note-taking, drafting and redrafting, memorising, working in co-operation with others, working alone, etc.). Preferred learning strategies are selected and used according to the task. Self-assessment strategies are used effectively. Feedback from others is acknowledged, evaluated and used to improve and revise work. Evidence of planning, drafting, editing and revising is shown Specific information is found using basic referencing skills (numbering, index, contents page etc.).
4	<b>Identify, access and use information</b>	The need for information is identified. Relevant information is selected Information is categorised, classified and arranged according to the task. Information is presented in a clear and accessible way in order to facilitate learning.
5	<b>Use resources effectively to supplement learning</b>	Evidence is shown that additional information has been obtained from a variety of sources (e.g. library, videos, resource centre, workplace, internet, other learners). Relevant reference materials are used appropriately (e.g. dictionary, encyclopaedia, film, journals, and atlases). Evidence taken from other sources is acknowledged. Additional information selected is relevant.

**Module 2: Working in teams****Unit Standard No: 119640****Unit Standard Name: Read/view and respond to a range of text types**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Use reading/viewing strategies appropriately and effectively</b>	Main message of text is extracted
		Reading strategies appropriate to the text and task are chosen and used
		Meaning of unfamiliar vocabulary is inferred through the use of context clues and word attack skills/sign analysis
		Reading/viewing for detail is done
		Specific information is found using basic referencing skills (e.g. numbering).
		Relationships between parts of words/signs, phrases or sentences (e.g. cause and effect) are used to understand the text.
		Text features (e.g. register, tone, etc.) are identified and explained (e.g. mismatch between tone and content).
		Translation into other languages is used where helpful and appropriate
2	<b>Identify the purpose, audience and context of texts</b>	Likely purpose of text is identified
		Reason is given for identification of purpose
		Likely intended audience(s) of text is/are identified
		Likely source of text is identified.
		Text is interpreted in light of the purpose, audience, context and source
		The possible cultural and social context in which the text was produced is inferred from contextual clues (e.g. historical period shown by vocabulary).
3	<b>Engage with meaning and organisation in texts</b>	Main ideas, topics, messages or themes are identified in a text
		Surface/literal content is found, recalled, paraphrased or summarised as required
		Understanding of how text is organised is used to extract meaning (introductions and conclusions, sequence of ideas and events, statements and supporting evidence such as examples or illustrative points, opinions and supporting points, linking words/signs or phrases etc.).
		Statements and supporting evidence (e.g. examples, illustrations) are identified
		Information is selected according to need
		Information is categorised to suit particular purpose.
4	<b>Show a critical awareness of language usage in texts</b>	The writer`s/signer`s opinions and emotions are identified
		Evidence from the text is given to support identification
		Fact, fiction and opinions are identified and distinguished
		Inferences are made from texts (e.g. misleading or contradictory information is identified, the omission of necessary information is noted, meanings not directly stated are noted).
		Possible reasons are given to explain why misleading or contradictory information is given, why opinions are presented as fact, or why relevant information is omitted

		Manipulative (e.g. emotive language, gestures or tone, rhetorical devices), biased (e.g. use of stereotypes or subjective opinion presented as fact), or ideologically driven (e.g. use of political jargon, overt value statements) uses of language are identified.
		Own opinion on a text is given and justified
5	<b>Identify and respond to aesthetic, emotive, cultural and social aspects of texts</b>	Literary and stylistic devices are identified (e.g. symbolism, rhyme, rhythm, poetic devices).
		The effects of literary and stylistic devices are discussed with supporting evidence
		Emotive language in texts is identified and discussed
		Cultural and social values (e.g. cultural context) in a text are identified and explored
		Attitudes expressed in texts towards languages and language varieties are identified and discussed
6	<b>Understand the use of conventions and structures in texts</b>	Type of text (formal, informal, factual, persuasive, narrative, practical etc.) and genre (poem, advertisement, article etc.) are identified.
		Format (report, letter, CV, dialogue, signed narrative, etc.) and its functions are identified.
		Layout features and their functions are recognised
		Grammatical structures are identified and used to extract meaning (effect of tense on meaning; use of passive or active voice, etc.).
		Structuring devices, typographical, graphic or visual features (table of contents, indices, graphs, titles, headings and sub-headings, captions, use of paragraphs etc.) are recognised and used to extract meaning.

**Module 2: Working in teams****Unit Standard No: 243191****Unit Standard Name: Portray a professional image within a cleaning team**

S/O No	Specific Outcome	Learning Outcomes
1	Take accountability for his/her own cleaning tasks	<p>The reasons for taking accountability for his/her cleaning tasks is explained in terms of working effectively in a cleaning team, providing customer service and self-development</p> <p>Instructions are carried out correctly to meet company requirements</p> <p>The reasons for communicating positively between members of a cleaning team is described and two examples are given that support a professional team image. (Range of communication includes but is not limited to greeting team members and all customers, maintaining eye contact during communication, listening carefully, giving others an equal opportunity to speak, encouraging and supporting others, smiling and other positive body language)</p> <p>Accountability for all tasks given is taken to support the professional image of a team</p>
2	Understand the importance of contributing to the achievement of the objectives of a cleaning team	<p>Objectives of a cleaning team are described and understood in terms of working effectively in a cleaning team and providing customer service</p> <p>The importance of knowing the tasks of other members is explained in terms of their contribution to the achievement of the objectives of a cleaning team</p> <p>The importance of knowing the tasks of other members is explained in terms of their contribution to the achievement of the objectives of a cleaning team</p> <p>The importance of helping and supporting other team members is explained and two examples of help and support are given in terms of the contribution to the achievement of objectives of a cleaning team</p> <p>Effective teamwork is explained in terms of benefits to him/herself, the cleaning team and the cleaning company</p> <p>The importance of each team member working as part of a cleaning team is explained in terms of providing customer service</p>
3	Take pride in being a member of a cleaning team	<p>Good timekeeping is kept when reporting for duty and after breaks, and the importance of good timekeeping is explained in terms of working effectively in a cleaning team</p> <p>Reasons for displaying a professional image are explained in terms of showing pride in the cleaning team</p> <p>Customer and company property are handled with care and respect and the importance of doing so is explained in terms of working effectively in a cleaning team. (Range of customer and company property includes but is not limited to building structures, furniture and fittings, floor coverings, cleaning equipment, overalls and personal protective equipment, company vehicles)</p>

### Module 3 – Cleaning in the workplace

Unit Standard No: 243199

Unit Standard Name: Clean above the floor surfaces

S/O No	Specific Outcome	Learning Outcomes
1	<b>Plan and prepare for cleaning above the floor surfaces</b>	Personal protective equipment is used in accordance with worksite procedures
		The reasons for using Personal protective equipment are explained in terms of General Safety Regulations. Personal protective equipment includes, but is not limited to, overalls, gloves and dust mask
		Above the floor surfaces to be cleaned are identified in accordance with the scope of work, access and the cleaning specification. Range of above the floor surfaces could include, but is not limited to, office and domestic furniture, cupboards, cabinets, picture frames, windowsills, bookshelves, lamps, telephones, ashtrays and wastepaper baskets or dustbins. Typically, the range excludes kitchen appliances, production equipment and machinery, and electronic office equipment such as computers, fax and copier machines
		The correct cleaning process for each above the floor surface is identified in accordance with the worksite procedure and basic cleaning principles
		Correct equipment, consumables and chemicals are selected for the identified tasks and reasons for the selection are explained in accordance with the worksite procedure. Equipment, consumables and chemicals could include, but is not limited to vacuum cleaners and accessories; buckets; brushes, dusters, cloths and sponges; detergents, deodorisers and polishes for wood, metals and glass
2	<b>Clean above the floor surfaces</b>	The reasons why electronic equipment should not be unplugged, before establishing that it is safe to do so, is explained in accordance with worksite procedures
		Above the floor surfaces are cleaned in accordance with worksite procedures and basic cleaning principles. A variety of at least four surfaces should be cleaned
		The reasons for using colour coded and/or disposable cleaning items are explained according to hygienic principles
		The hygienic reasons for paying special attention to cleaning hand contact surfaces is explained in terms of cross contamination
		Cleaned items are left or replaced in their correct positions and the reasons for doing so are explained according to the cleaning specification
3	<b>Perform end-of-task procedures after cleaning above the floor surfaces</b>	The reasons for checking cleaned above the floor surfaces are explained, in accordance with ensuring customer satisfaction
		All above the floor surfaces cleaned are checked, in accordance with worksite procedures and basic cleaning principles
		All waste generated during the cleaning of above the floor surfaces is disposed of in accordance with worksite procedures and environmental principles
		All equipment, consumables and chemicals used for cleaning above the floor surfaces are removed, cleaned and/or laundered and are stored in accordance with worksite procedures
		Problems and damage identified during the cleaning of above the floor surfaces are reported, in accordance with worksite procedures. Problems and damage could include, but is not limited to, accidents and personal injury, damaged/missing equipment and/or personal protective equipment; insufficient or incorrect chemicals and/or consumables, staff problems, customer requirements, the cleaning schedule and scratched, dented, cracked or broken above the floor surfaces

**Module 3 – Cleaning in the workplace**

**Unit Standard No: 243206**

**Unit Standard Name: Clean toilets and bathrooms**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Plan and prepare for cleaning toilets and bathrooms</b>	<p>Personal protective equipment is used in accordance with worksite procedures</p> <p>The reasons for using personal protective equipment are explained in terms of General Safety Regulations. Protective clothing includes, but is not limited to, overalls, safety shoes, gloves and dust mask</p> <p>Toilets and bathrooms to be cleaned are identified in accordance with the scope of work, access and the cleaning specification. Toilets could include, but is not limited to, Western toilets, Eastern toilets and urinals. Range of fixtures and fittings in toilets and urinals could include, but is not limited to, seats, lids, lid and ring joints, feet under the ring, cisterns, flush handles and buttons, toilet roll holders, stopcocks, flush rims, toilet bowls, 'S' bends, urinal troughs, urinal stalls and partitions, urinal lips and drain grates. Bathrooms could include, but is not limited to, bathrooms, shower rooms, washrooms, ablution facilities. Bathroom fixtures and fittings could include, but is not limited to, baths, basins, pedestals, bidets, showers, taps, shower heads, hand-held showers and cradles, shower pipes, shower doors and curtains, door tracks and hinges, overflow outlets, drain holes and grates, plugs and chains, jet spa nozzles, soap dispensers, shampoo trays, towel rails, hand driers, cabinets, mirrors, shelves, switches.</p> <p>Surfaces to be cleaned are identified in terms of the scope of work and the cleaning specification. Surfaces in toilets and bathrooms and their fixtures and fittings, could include, but is not limited to porcelain, ceramic, vitreous enamel, stainless steel, zinc, chrome, brass, copper, aluminium, glass, granite, marble, plastic, sealed wood, plaster, painted, wallpapered.</p> <p>The correct cleaning process for each surface in the toilet and/or bathroom to be cleaned is identified and reasons for the choice of cleaning process is explained in accordance with the worksite procedure and basic cleaning principles</p> <p>Correct equipment, consumables and chemicals to clean each surface in the toilet and/or bathroom are selected and reasons for the selection are explained in accordance with worksite procedures. Equipment, consumables and chemicals could include, but is not limited to, items used exclusively in toilets and bathrooms such as clearly identifiable sponges, brushes, colour-coded cloths, and abrasive pads suitable for the type of hard surface to be cleaned. Chemicals could include, but is not limited to, detergents, disinfectants, deodorisers and biological chemicals, specifically those that are used to remove</p>

		lime scale and soluble dirt.
2	<b>Clean toilets</b>	The toilet is checked, and any damage or plumbing problems are reported in accordance with the worksite procedure, and the reasons for doing so are explained in terms of basic cleaning principles. Damage or plumbing problems could include broken seats, lids or bowls, leaking pipes, faulty flushing mechanisms
		The toilet is checked for waste and flushed to ensure the drain flows freely
		The reason why the toilet must be flushed and free of waste in accordance with worksite procedures before cleaning is explained in terms of basic cleaning principles
		Removable marks and dirt are pre-treated with the cleaning chemical in accordance with worksite procedures and reasons for doing so are explained in terms of basic cleaning principles
		The toilet is cleaned in accordance with the worksite procedure and basic cleaning principles
		Toilet consumables are replenished in accordance with the worksite procedure. Toilet consumables could include, but is not limited to, toilet paper, air freshener, sanitizer blocks, disposable toilets seat covers
		The toilet is checked, and any damage or plumbing problems are reported in accordance with the worksite procedure, and the reasons for doing so are explained in terms of basic cleaning principles. Damage or plumbing problems could include broken seats, lids or bowls, leaking pipes, faulty flushing mechanisms
3	<b>Clean bathrooms</b>	The bathroom is checked, and any damage or plumbing problems are reported in accordance with worksite procedures and the reasons for doing so are explained in terms of basic cleaning principles. Damage or plumbing problems could include, but is not limited to, leaking pipes, leaking taps, blocked drainage outlets, broken lights
		The bathroom is cleaned in accordance with the worksite procedure and basic cleaning principles
		The removal of body fat and lime scale build-up is explained in terms of chemical action principles
		Bathroom consumables are replenished in accordance with the worksite procedure. Bathroom consumables could include, but is not limited to, hand soap, toiletries for personal hygiene, tissues, hand towels (paper, towelling, continuous cloth rolls), bath towels, floor mats, glassware
4	<b>Perform end of task procedures after cleaning toilets and bathrooms</b>	All toilet and bathroom surfaces cleaned are checked, and the reasons for doing so are explained, in accordance with worksite procedures and basic cleaning principles
		All waste generated during the cleaning of toilets and bathrooms is disposed of in accordance with worksite procedures and environmental principles. Waste includes, but is not limited to litter and waste generated during the cleaning process
		All equipment, consumables and chemicals used for cleaning toilets and bathrooms are removed,

		cleaned and stored in accordance with the worksite procedure
		Problems identified during the cleaning of toilets and bathrooms are reported in accordance with the worksite procedure. Problems and damage could include, but is not limited to, accidents and personal injury, damaged/missing equipment and/or personal protective equipment; insufficient or incorrect chemicals and/or consumables, staff problems, customer requirements, the cleaning schedule and scratched, dented, cracked or broken items or surfaces in toilets or bathrooms
		All toilet and bathroom surfaces cleaned are checked, and the reasons for doing so are explained, in accordance with worksite procedures and basic cleaning principles



**Module 3 – Cleaning in the workplace**

**Unit Standard No: 243207**

**Unit Standard Name: Clean windows**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Plan and prepare for cleaning windows</b>	Personal protective equipment is used in accordance with worksite procedures and the reasons for doing so are explained in terms of General Safety Regulations. Personal protective equipment includes, but is not limited to, overalls, footwear and gloves
		Windows to be cleaned are identified in terms of the scope of work, access and the cleaning specification. Windows could include, but is not limited to, cottage or large panes, louvre windows, sash windows, sliding windows, large panel shop front windows and glass doors. Glass includes, but is not limited to, clear, tinted, frosted, mirror, plastic coated, smoked. Frames could include, but is not limited to, steel, aluminium and wood and may have burglar bars. Ledges includes, but is not limited to, brick, concrete, painted concrete, tiles, wood, aluminium
		The correct cleaning process for window cleaning is identified and reasons for the choice of cleaning process are given in relation to worksite procedures and basic cleaning principles
		Correct equipment, consumables and chemicals are selected for window cleaning and reasons for the selection are explained in terms of the work to be done. Equipment, consumables and chemicals could include, but is not limited to, two-step ladders; buckets, scrapers, spray bottles, cloths, sponges, squeegees, applicators, window washing sleeve, natural or synthetic chamois, and specialised chemicals for cleaning windows.
2	<b>Clean windows</b>	Windows, frames and latches are checked before cleaning, and any damage is reported in accordance with the worksite procedure
		The reasons for checking for damage and reporting it are explained focussing on the consequences of not doing so. Damage includes, but is not limited to, chips, cracks, broken latches
		Windows and glass are prepared for cleaning in accordance with the worksite procedure. Preparation could include, but is not limited to, the removal of furniture, ornaments and plants; opening blinds and curtains; removing stickers, adhesives, bird waste and other solids from the window or glass
		Each window, frame and ledge is cleaned in accordance with the worksite procedure and basic cleaning principles
3	<b>Perform end-of-task procedures after cleaning windows</b>	All windows cleaned are checked in accordance with worksite procedures and basic cleaning principles
		All waste generated during the cleaning of windows is disposed of in accordance with the worksite procedure and environmental principles
		All equipment, ladders, consumables and chemicals used for cleaning windows are removed, cleaned and stored according to worksite procedures
		Problems and damage identified during the cleaning of windows are reported in accordance with worksite procedures. Problems and damage could include, but is not limited to, damaged/missing equipment and/or personal protective equipment; insufficient or incorrect chemicals and/or consumables, staff problems, customer requirements, the cleaning schedule and cracked or broken windows and glass and damaged latches

**Module 3 – Cleaning in the workplace**

**Unit Standard No: 243197**

**Unit Standard Name: Remove spots and spillages from carpets and upholstery**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Plan and prepare for removal of spots and spillages from carpets and upholstery</b>	<p>Personal protective equipment is used in accordance with worksite procedures</p> <p>The reasons for using personal protective equipment are explained in terms of General Safety Regulations</p> <p>Spots and spillages to be removed from carpets and upholstery are identified in accordance with the scope of work, access and the cleaning specification. (Range of spots and spillages could include, but is not limited to beverages, food, and pets' waste. These could be dry or wet. It is expressly stated that the range of spots and spillages excludes blood, body fluids and other waste that requires specialist knowledge to remove)</p> <p>The correct method for removing spots and spillages from carpets and upholstery is chosen in accordance with manufacturers' recommendations and the worksite procedure</p> <p>Correct equipment, consumables and chemicals are selected according to the type of spot and spillage and the type of carpet and upholstery to be cleaned, and reasons for the selection are explained in accordance with manufacturers' recommendations and the worksite procedure. Range of equipment, consumables and chemicals could include, but is not limited to, vacuum cleaners, buckets, brushes, scrapers, sponges, cloths, and specific chemicals used to remove spots and spillages from carpets and upholstery</p> <p>The colour fastness of the carpet and/or upholstery is tested and the importance of confirming colour fastness is explained in accordance with manufacturers' instructions</p>
2	<b>Remove spots and spillages from carpets and upholstery</b>	<p>Each spot and spillage is removed from carpets and upholstery using the correct method in accordance with the worksite procedures and basic cleaning principles. Range of correct methods could include, but is not limited to:</p> <ul style="list-style-type: none"> <li>☑ Blotting liquid spillages with an absorbent towel or cloth.</li> <li>☑ Solids removed by scraping and collecting.</li> <li>☑ Chemicals are diluted and used correctly in accordance with manufacturer's instruction and the worksite procedure.</li> <li>☑ Containment of spot technique.</li> <li>☑ White absorbent towel or cloth to verify removal of spots and spillages.</li> <li>☑ Successful chewing gum removal technique</li> </ul> <p>The reasons for removing spots and spillages as soon as possible after they occur is understood in terms of staining carpets and upholstery</p> <p>The reasons for removing cleaning chemical residue from carpets and upholstery is explained in terms of its re-soiling effect</p> <p>Reasons for resetting the pile or nap on certain upholstery fabrics is explained in terms of its effect on the appearance of the furniture or fitting</p>
3	<b>Identify and report stains on carpets and upholstery</b>	<p>The difference between a spot and a stain on carpets and upholstery is explained in terms of carpet cleaning principles</p>

		Stains are identified and reported in accordance with the worksite procedure
		The reasons for reporting a stain are explained in terms of customer satisfaction
		The consequences of repeated, unsuccessful efforts to remove stains are described in terms of damage to a carpet or upholstery
4	<b>Perform end of task procedures when removing spots and spillages from carpets and upholstery</b>	The quality of spot and spillage removal is checked, and the reasons for doing so are explained, in accordance with worksite procedures and basic cleaning principles
		All waste generated during the removal of spots and spillages is disposed of in accordance with worksite procedures and environmental principles
		All equipment, consumables and chemicals used for the removal of spots and spillages from carpets and upholstery are removed, cleaned and stored in accordance with worksite procedures
		Problems and damage identified during the removal of spots and spillages from carpets and upholstery are reported in accordance with worksite procedure. (Range of problems and damage could include, but is not limited to, damaged/missing equipment and/or personal protective equipment; insufficient or incorrect chemicals and/or consumables, staff problems, customer requirements, the cleaning schedule, shrinkage, wicking or browning of carpets, worn or torn fabric)

**Module 3 – Cleaning in the workplace**

**Unit Standard No: 243194**

**Unit Standard Name: Sweep floors**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Plan and prepare for sweeping floors</b>	<p>Personal protective equipment is used in accordance with worksite procedures</p> <p>The reasons for using personal protective equipment are explained in terms of General Safety Regulations. (Range of protective clothing includes, but is not limited to, overalls, safety shoes, gloves and dust mask)</p> <p>Areas to be swept are identified in terms of the scope of work and the cleaning specification. (Range includes, but is not limited to building interior floors, exterior paving, patios, parking areas, roads, pavements)</p> <p>Correct sweeping equipment is selected for the identified areas and reasons for the selection are explained in accordance with worksite procedures. (The range of sweeping equipment includes, but is not limited to, soft and hard brooms, mop sweepers, disposable cloth sweeping tools)</p>
2	<b>Sweep floors</b>	<p>The floor is swept using a broom in accordance with worksite procedures and basic cleaning principles</p> <p>The reasons why dirt and litter is swept to a specific point is explained in accordance with worksite procedures and basic cleaning principles</p> <p>The floor is swept using a mop sweeper in accordance with worksite procedures and basic cleaning principles</p> <p>The reasons why mop sweepers cannot be used on rough floor surfaces is explained in accordance with basic cleaning principles</p> <p>The floor is swept using a disposable sweeping cloth and tool in accordance with worksite procedures and basic cleaning principles</p> <p>The use of a disposable sweeping cloth is explained in terms of its hygienic and other characteristics</p> <p>The methods of using a mop sweeper and a disposable sweeping cloth is demonstrated in accordance with worksite procedures and basic cleaning principles. (Range of methods includes, but is not limited to walk behind method and figure of eight method)</p>
3	<b>Perform end-of task-procedures after sweeping floors</b>	<p>All areas swept are checked in accordance with the worksite procedure and basic cleaning principles</p> <p>The reasons for checking the worksite are explained in terms of good customer service</p> <p>All waste generated during the sweeping of floors is disposed of in accordance with worksite procedures and environmental principles</p> <p>All equipment and consumables used for sweeping floors are removed, cleaned and stored in accordance with worksite procedures</p> <p>Problems and damage identified during the sweeping of floors are reported, and reasons for doing so are explained in accordance with worksite procedures. (Range of problems and damage could include, but is not limited to, accidents and personal injury, damaged/missing equipment and/or personal protective equipment; staff problems, customer requirements, the cleaning schedule)</p>

**Module 3 – Cleaning in the workplace**

**Unit Standard No: 243203**

**Unit Standard Name: Use chemicals in the cleaning services environment**

S/O No	Specific Outcome	Learning Outcomes
1	<b>the action of cleaning chemicals during a cleaning process</b>	The concept of the pH Scale is explained and an example of a chemical is given that fits each of the pH Scale's three categories. pH Scale categories includes, acidic. Alkaline and neutral
		The actions of cleaning chemicals are explained within the cleaning process. Range of chemical actions includes but is not limited to removal of dirt, removal of odours and removal of micro organisms
		The reason for a chemical to have contact time with the dirt on a surface is explained in terms of the cleaning process
2	<b>the use of cleaning chemicals on a range of surface types</b>	A range of hard and resilient floors, carpets and above the floor surfaces are listed within a cleaning context. Hard floor surfaces could include, but is not limited to quarry tile, porcelain tile, ceramic tile, concrete, marble, sealed wood. Resilient floor surfaces could include, but is not limited to, cushion vinyl, vinyl, linoleum, profile rubber. Above the floor surfaces could include but is not limited to glass, wood, stainless steel, wall paper, aluminium, plastic, granite, melamine, ceramic and upholstered surfaces. Carpets refers to textile floor coverings including but not limited to natural, synthetic and blended fibres.
		Cleaning chemicals that can be applied to a range of surfaces are listed in terms of the pH category and worksite procedure
		Reasons why a chemical from the correct pH category must be used, is explained in terms of its effect on the surface
3	<b>how cleaning chemicals remove the different types of dirt</b>	The range of dirt is listed in terms of the types of dirt and the pH category. Range of dirt includes, but is not limited to: Dry dirt - dust, litter and loose dirt, Wet / sticky / attached dirt - spillages, finger marks, body fat in shower cubicles, spots on carpets and upholstery, lime scale build-up in toilets and urinals. Scuff marks - any marks caused by foot or other traffic over hard and resilient floors, and on walls and furniture. Range of dirt categorised in accordance with the pH Scale: Acidic dirt. Neutral dirt. Alkaline dirt.
		The reasons for identifying the type of dirt before cleaning are explained giving two reasons of how cleaning chemicals remove dirt
		The reason why acidic dirt can be removed by using an alkaline chemical is explained and an example given of where this is applied
		The reason why neutral dirt can be removed by using a neutral chemical is explained and an example given

		of where this is applied
		The reason why alkaline dirt can be removed by using an acidic chemical is explained and an example given of where this is applied
		Reasons why a chemical from the correct pH category must be used, is explained in terms of the effect on the dirt
4	<b>Demonstrate an understanding of the correct handling of cleaning chemicals</b>	The use of correct personal protective equipment when handling chemicals is explained in accordance with basic cleaning principles. Range of personal protective equipment includes, but is not limited to, overalls, aprons, masks, gloves, footwear
		The reasons for chemical containers to be labelled correctly is explained in accordance with General Safety Regulations, basic cleaning principles and manufacturers' instructions
		The meaning and interpretation of danger symbols on labels is explained and two examples given in accordance with General Safety Regulations and manufacturers' instructions
		The reasons for having access to the Material Safety Data Sheet (MSDS) for each chemical is explained in terms of General Safety Regulations and basic cleaning principles
		Potential hazards when working with chemicals are described and two examples given in terms of injury or health
		Potential danger of mixing different chemicals is described in terms of their reaction. Range of dangerous mixtures of chemicals includes but is not limited to acid mixed with chlorine, solvent mixed with chlorine, acid mixed with alkaline chemicals
		The reasons for reporting an accident or spillage is explained in terms of General Safety Regulations

**Module 3 – Cleaning in the workplace**

**Unit Standard No: 243201**

**Unit Standard Name: Vacuum dry surfaces**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Plan and prepare to vacuum dry surfaces</b>	Personal protective equipment is used in accordance with worksite procedures
		The reasons for using personal protective equipment are explained in terms of General Safety Regulations. Range of protective clothing includes, but is not limited to, overalls, safety shoes, gloves and dust mask
		Surfaces that require vacuuming are identified in accordance with the scope of work, access and the cleaning specification. Range of dry surfaces could include but is not limited to hard floors, resilient floors, carpets, upholstered surfaces, furniture, fittings, shelves, skirting, pipes, curtains, blinds
		A suitable vacuum cleaner for dry vacuuming is chosen and the reasons are explained in accordance with worksite procedures and basic cleaning principles. Range could include, but is not limited to dry vacuums, wet-and-dry vacuums, backpack vacuums, drum or cylinder vacuums, upright vacuums. Whilst all of the critical outcomes and many of the assessment criteria in this unit standard are applicable to centralised, or built in vacuuming systems, they are excluded from this range
		The correct accessories are chosen for the surface to be cleaned and the reason for choosing the correct accessories is explained in accordance with manufacturer's instructions and worksite procedures. Range of vacuum accessories could include but is not limited to filters, filter bag, extension cable, flexible hose, floor tool, upholstery tool, dusting tool, crevice tool, pipe tool
		Safety procedures when using a vacuum cleaner are explained in accordance with manufacturer's operating instructions
		The role of poor vacuum cleaner filtration on Indoor Air Quality is explained in accordance with environmental principles
		The reasons why liquids should not be vacuumed using a dry vacuum cleaner is explained and two examples given of possible consequences
		Litter is removed from the surface before vacuuming and the reason for doing so explained giving three examples of litter that should be removed. Range of litter includes but is not limited to paper, paperclips, rubber bands, food, cigarette ends and any waste items
2	<b>Vacuum dry surfaces</b>	Correct plug points are chosen in accordance with worksite procedures and the reasons for the choice is explained in terms of basic cleaning principles
		Surfaces are vacuumed in accordance with worksite procedures and basic cleaning principles
		Filter bags and/or filters are cleaned and/or replaced in accordance with worksite procedures and the reason for doing so is explained in terms of manufacturer's operating instructions
		Blockages in the vacuum cleaner are identified and cleared in accordance with worksite procedures, and

		methods of doing so are explained in terms of manufacturer's operating instructions
3	<b>Perform end of task procedures after vacuuming dry surfaces</b>	All surfaces that have been vacuumed are checked, and the reasons for doing so are explained, in accordance with worksite procedures and basic cleaning principles
		All waste generated during the vacuuming of dry surfaces is disposed of in accordance with worksite procedures and environmental principles
		All equipment and consumable used for vacuuming dry surfaces are removed, cleaned and stored in accordance with worksite procedure
		Problems and damage identified during the vacuuming of dry surfaces are reported, and reasons for doing so are explained in accordance with worksite procedures
		Range of problems and damage could include, but is not limited to, accidents and personal injury, damaged/missing equipment and/or personal protective equipment; staff problems, customer requirements, the cleaning schedule



**Module 3 – Cleaning in the workplace**

**Unit Standard No: 7447**

**Unit Standard Name: Working with numbers in various contexts**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Express and interpret a range of contexts using mathematical symbols</b>	Mathematical sentences reflect the situation completely and accurately
		The form of expression is appropriate to the context
		Application for given numerical models are developed such that the meaning of symbols and relationships between them are clarified
2	<b>Solve a range of everyday problems using estimation and calculations</b>	Problem solving strategies are based on a correct interpretation of the problem situation
		Estimates can be justified within context
		Calculations are performed accurately
		Calculations follow some form of logical reasoning process, which is presented clearly
3	<b>Perform operations on simple and complex numerical expressions</b>	Solutions are correct in terms of the context
		The reasoning process is explained clearly
		Solutions are justified in terms of the context. (Appropriate and inappropriate solutions.)
		Solutions are shown to be consistent with estimations and vice versa
4	<b>Perform operations on simple and complex numerical expressions</b>	Operations are performed according to the conventions governing the order of operations
		Solutions are correct
5	<b>Describe and compare counting systems from different cultures</b>	Numbers are translated from one base system to another. (Base 2, 5, 10, and 16)
		Descriptions show understanding of how counting systems developed and their significance
		Descriptions show examples of how the systems might have been used, and the limitations of the system
6	<b>Critically analyse the development of the base ten number system</b>	The development and significance of zero is explained
		Understanding of the place value of numbers is demonstrated
		The patterned nature of whole numbers and its historical development are described
		The contestations around, and use and popularization of the decimal number system are described
7	<b>Analyse the relationship between rational and whole numbers</b>	Demonstrations describe the increasing density of the system
		Demonstrations show that whole numbers are a subset of rational numbers
		The properties of whole numbers and rational numbers are given.
8	<b>Analyse the relationship between rational numbers and integers</b>	Demonstrations describe the increasing density of the system
		Demonstrations show that whole numbers are a subset of rational numbers
		The properties of whole numbers and rational numbers are given

**Module 3 – Cleaning in the workplace**

**Unit Standard No: 119636**

**Unit Standard Name: Write/Sign for a variety of different purposes**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Produce texts appropriate to purpose, audience and context</b>	Appropriate text type, format and conventions are used for specific purposes, audiences and contexts Sufficient, accurate and relevant content is selected and presented to achieve the requirements of the task set. Register, tone, style and language use is appropriate to the purpose, audience and context of the text and task. Own experience, knowledge and opinions are expressed and supported where required
2	<b>Use grammatical structures to organise texts</b>	Common grammatical structures are used correctly (e.g. subject/verb agreement; pronouns, tenses, parts of speech, commonly used verb forms). Clear, simple sentences are used A variety of sentence lengths and types are used appropriately (e.g. negatives, question forms, statements, imperatives). Punctuation/non-manual features (NMFS) and spelling conventions are used appropriately Grammatical link devices (e.g. conjunctions) are used correctly to write sustained pieces Sentence structure and word/sign order are used accurately
3	<b>Use writing/signing conventions to organise texts</b>	Texts are structured and organised so that content or information is clearly and logically sequenced and arranged Conventions for paragraphs/chunks of signs are used appropriately Links between sentences and paragraphs are correctly used and help the flow of ideas Arguments or positions are supported and illustrated Structuring devices, typographical, graphic or visual features are used appropriately (e.g. table of contents, headings, numbering etc). Stylistic devices are used for specific effects (e.g. simple imagery, use of dialogue, use of manipulative or biased language etc).
3	<b>Plan, draft and edit own writing/signing</b>	Evidence of planning and drafting is shown Feedback is incorporated Text is revised, proof-read/checked and corrected Final version is produced and appropriately presented

**Module 3 – Cleaning in the workplace**

**Unit Standard No: 243198**

**Unit Standard Name: Wet mop floors**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Plan and prepare to wet mop floors</b>	Personal protective equipment is used in accordance with worksite procedures
		The reasons for using personal protective equipment are explained in terms of General Safety Regulations. Range of personal protective equipment includes, but is not limited to, overalls, footwear, gloves and dust mask
		Floor surfaces that require wet mopping are identified in accordance with scope of work, access and cleaning specification
		The correct mopping equipment is selected in accordance with worksite procedure. Range includes, but is not limited to mobile single or double buckets, wringer, short or longhaired mop, flat mop, mops sticks and holder, butterfly mop.
		Chemicals are selected for the identified tasks in accordance with worksite procedures and reasons for the selection are explained in terms of the surface and dirt
		The reason why special care needs to be taken when wet mopping water-sensitive floors is explained in terms of the consequences of over-wetting. Range of floors needing special care: Water sensitive floors includes, but is not limited to untreated wood and other absorbent surfaces that would be negatively affected by water. Access floors. These are suspended floors constructed of removable panels that may themselves be washable, but cover electrical and computer wiring that could be damaged by the presence of water
		Wet floor warning signs are placed correctly before wet mopping in accordance with worksite procedures and reasons for doing so are explained in terms of General Safety Regulations and basic cleaning principles
2	<b>Spot mop floors</b>	The use and benefits of spot mopping are defined in accordance with the cleaning specification and basic cleaning principles
		The correct method of spot mopping the floor is demonstrated in accordance with the worksite procedure and basic cleaning principles
		The single and double mopping bucket systems are demonstrated in accordance with the worksite procedure and the difference between the two systems is explained in terms of effectiveness and productivity
		The mop is wrung-out and the cleaning water changed in accordance with the worksite procedure and the reasons for doing so are explained in terms of basic cleaning principles and the use of cleaning chemicals
3	<b>Wet mop floors</b>	Floors are mopped using a single bucket and a double bucket system in accordance with the worksite procedure and basic cleaning principles
		The figure-of-eight mopping method is demonstrated in accordance with the worksite procedure and the reason for the use of this method is explained in terms of productivity and basic cleaning principles

		The reasons why care and attention are given to avoid dirtying furniture, fittings, skirting boards, walls or adjacent areas during the mopping process is explained in terms of customer service and basic cleaning principles
		The procedure in the event of someone falling on a wet floor during the mopping process is explained in terms of General Safety Regulations
4	<b>Perform end of task procedures after wet mopping floors</b>	All floors that have been wet mopped are checked to ensure the level of cleanliness is in accordance with the worksite procedure and basic cleaning principles
		All waste generated during the wet mopping of hard and resilient floors is disposed of in accordance with worksite procedure and environmental principles
		All equipment, consumables and chemicals used for wet mopping floors are removed, cleaned and stored in accordance with worksite procedures
		Problems and damage identified during the wet mopping of floors are reported, and reasons for doing so are explained in accordance with worksite procedures. Range of problems and damage could include, but is not limited to, accidents and personal injury, damaged/missing equipment and/or personal protective equipment; insufficient or incorrect chemicals and/or consumables, staff problems, customer requirements, the cleaning schedule and broken, cracked or loose tiles

### Module 3 – Cleaning in the workplace

#### Unit Standard No: 243204

#### Unit Standard Name: Understand basic cleaning principles

S/O No	Specific Outcome	Learning Outcomes
1	<b>Describe the purpose of organisations operating in the cleaning services industry</b>	<p>Reasons for cleaning areas and items occupied or used by people are explained, in terms of the benefits of being in a clean environment. Range of reasons for cleaning could include but is not limited to, removal of dirt, providing an environment that is healthy, hygienic, pleasant and/or safe, to recover valuable or re-usable materials, to protect surfaces from wear, to preserve the value of items or surfaces, to create or maintain a business image or appearance</p> <p>The cleaning services industry is explained in terms of basic business principles and the opportunity to provide cleaning services commercially</p> <p>Cleaning services that can be provided in the cleaning services industry are identified, and the activities of three are described in terms of commercial opportunity and basic business principles. Range of cleaning services includes, but is not limited to, cleaning of buildings and other structures, carpet and upholstery cleaning, dry cleaning and laundry, car wash and valet, window and rope access cleaning, garden services</p> <p>The need for people in an organisation providing cleaning services to be effective in performing cleaning tasks is explained in terms of providing customer service and basic business principles</p>
2	<b>Describe the essential components required for any cleaning task in a cleaning services environment</b>	<p>The five essential components of cleaning are listed in terms of requirements to perform a cleaning task in a cleaning services environment. Range is staff, equipment, consumables, chemicals and time</p> <p>The purpose and activities of staff employed in the cleaning industry are explained with reference to the importance of communication, teamwork, productivity, quality awareness and customer service</p> <p>The term equipment is explained and three examples are given within a cleaning services environment. Range includes but is not limited to vacuum cleaners, single disc machines, automatic scrubber driers, sweeping machines, carpet cleaning machines, mopping and transport trolleys, window cleaning poles, ladders</p> <p>The term consumable is explained and three examples are given within a cleaning services environment. Range includes but is not limited mop heads, mops, brooms, cloths, pads, brushes, scourers.</p> <p>The term cleaning chemical is explained and three examples are listed within a cleaning services environment. Range of chemicals includes but is not limited to detergents, deodorisers, disinfectants, polishes, solvents, strippers, degreasers</p> <p>The term time or time management is explained within a cleaning services environment. Range includes, but is not limited to planning, time allowed for a cleaning task in terms of a worksite procedure, meeting deadlines, good timekeeping, starting and finishing times</p>
3	<b>Understand the principles of planning and preparing for a cleaning task</b>	<p>Reasons for planning and preparing for a cleaning task are explained in terms of the essential components required for any cleaning task in a cleaning services environment</p> <p>The need to meet customer requirements is explained when planning and preparing for a cleaning task. Range of customer requirements includes scope of work, access, cleaning specification, worksite procedure</p> <p>The importance of planning and keeping to a plan is explained in terms of the successful completion of a cleaning task and customer service</p> <p>The need to be aware of safety requirements is explained when planning and preparing for a cleaning task. Range of safety requirements includes, but is not limited to worksite procedures, cleaning specifications, equipment manufacturer's operating instructions, General</p>

		Safety Regulations contained in the Occupational Health and Safety Act (85 of 1993), persona; protective equipment, handling of chemicals, materials safety data sheets, handling damaged items or equipment
		The importance of choosing the correct equipment, consumables and chemicals is explained in terms of the successful completion of a cleaning task
		The principle confirming access to an area is explained in terms of customer requirements and the successful completion of a cleaning task
4	<b>Understand the principles of cleaning</b>	<p>The basic principles of cleaning are listed in accordance with industry best practice.</p> <p>The basic principles of cleaning include, but are not limited to:</p> <p>To protect the right of all to a healthy environment. (In terms of the Bill of Rights contained in the South African Constitution).</p> <p>Clean from the furthest end to the entrance.</p> <p>Clean from top to bottom.</p> <p>Complete dry cleaning procedures before wet cleaning procedures.</p> <p>Clean systematically.</p> <p>Use colour coded cleaning methods.</p> <p>Get optimum use from cleaning cloths and consumables</p>
		The reasons for applying basic cleaning principles are explained in terms of the successful completion of the task
		The reasons for doing a cleaning task correctly first time every time is explained in terms of basic business principles, and customer service
5	<b>Understand the principles of performing end of task procedures after cleaning</b>	<p>The end of task principles are listed in accordance with industry best practice.</p> <p>The range of end of task principles includes, but is not limited to:</p> <p>All surfaces or items cleaned are checked.</p> <p>All waste generated is disposed of in accordance with environmental principles.</p> <p>All equipment, consumables and chemicals are removed, cleaned, checked and stored.</p> <p>Problems and damage are identified and reported</p>
		The reasons for checking surfaces or items cleaned is explained in terms of quality awareness and customer satisfaction
		Types of waste are identified and the reasons for disposing of each type of waste correctly is explained in accordance with environmental principles
		The impact and dangers of chemical waste on human beings and the environment are explained in terms of environmental principles and General Safety Regulations
		The reasons for removing, cleaning, checking and storing equipment, consumables and chemicals after use is explained in terms of health, safety, security and longevity
		The reasons for replenishing consumables and chemicals and reporting damaged or faulty equipment is explained in terms of productivity and customer service

**Module 4 – Workplace Safety****Unit Standard No: 7463****Unit Standard Name: Describe and represent objects and the environment in terms of shape, space, time and motion**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Describe and represent the position and change in position of an object in space</b>	The positions of objects are described in relation to each other using graphs and sketches and written or verbal descriptions The positions of objects are represented correctly on a Cartesian plane The change of position of objects in terms of the relationship between space and time is described Tessellations are identified
2	<b>Illustrate changes in size and shape of the appearance of objects as a result of changes in orientation</b>	The perception of the changes in an object is described from different observational points (3-dimensional objects and 2-dimensional representations of 3-dimensional objects) 3-dimensional objects are represented in 2 dimensions in such a way that the size and shape of the object are correctly represented The relationships between surface area and volume are described

**Module 4 – Workplace Safety**

**Unit Standard No: 115091**

**Unit Standard Name: Monitor compliance to safety, health and environmental requirements in a workplace**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Explain the safety, health and environmental requirements applicable in a specific workplace</b>	<p>Applicable safety, health and environmental requirements are identified in a specific workplace.</p> <p>The identified safety, health and environmental requirements are explained in terms of their impact on the wellbeing of both the employer and employees.</p> <p>The importance of compliance to workplace safety, health and environmental principles is explained in terms of the consequences to health, safety, environment and production.</p> <p>Purpose of monitoring compliance to safety, health and environment requirements is explained in terms of the consequences for health, safety, environment and productivity.</p> <p>Specified requirements to monitor workplace safety, health and environment compliance are appropriate for specified contexts.</p> <p>The importance of integrating safety, health and environmental considerations in all routine activities is explained in terms of the consequences for health, safety, environment and productivity.</p>
2	<b>Monitor workplace compliance to safety, health and environmental requirements against specified requirements</b>	<p>The specified requirements for monitoring workplace compliance to safety, health and environmental requirements are explained in terms of the consequences for the personnel, productivity and the environment.</p> <p>Purpose and extent of monitoring workplace compliance is explained and verified according to specified requirements.</p> <p>Specified requirements to monitor workplace safety, health and environmental compliance are identified and are appropriate for the situation.</p> <p>Human resources, tools, instruments, equipment and material required for monitoring are selected, verified and used according to specified requirements and the specific situation.</p> <p>Deviations in safety, health and environment compliance are identified and recorded according to specified requirements.</p>
3	<b>Evaluate performance of workplace safety activities required by safety, health and environmental management programmes</b>	<p>Safety performance is measured against established objectives to evaluate progress towards a healthy and safe workplace.</p> <p>Tools and techniques used to measure workplace safety; health and environmental performance are fit for purpose and applied according to the specified requirements.</p> <p>Identified and reported workplace safety, health and environmental incidents are analysed and evaluated according to specified requirements to determine safety, health and environmental performance.</p> <p>Workplace critical areas are identified and accessed through available sources.</p> <p>The importance of evaluating workplace safety, health and environmental performance is explained in terms of the consequences for health, safety, environment and productivity.</p> <p>Measuring equipment is cleaned and stored and defective measuring equipment is dealt with according to specified requirements.</p> <p>The potential for various industrial processes to impact on environmental receptors is graded according to specified</p>



		requirements. (Environmental receptors of impacts may include but are not limited to air, soil, water, social, economic, human health and well-being, fauna and flora and sensitive cultural and historical sites.)
4	<b>Remedy workplace non-compliance to and non-performance of safety, health and environmental requirements and programmes</b>	<p>Reports are completed in the required formats and submitted to relevant designated persons on time.</p> <p>The right to refuse to work, discontinuing of work and withdrawal procedures under circumstances that pose a serious danger to health or safety are enforced according to specified requirements.</p> <p>Deviations from requirements in safety, health and environmental management programmes are dealt with in accordance with specified requirements.</p> <p>Remedial action required to deal with identified hazards and deviations is explained in terms of the consequences for health, safety, environment and productivity.</p> <p>Expectations and contributions of stakeholders during the evaluation of safety, health and environmental management programmes are described with examples.</p> <p>Feedback given regarding the progress and results of safety, health and environmental management programmes is appropriate for specified contexts.</p>

**Module 4 – Workplace Safety****Unit Standard No: 9009****Unit Standard Name: Identify and process waste**

<b>S/O No</b>	<b>Specific Outcome</b>	<b>Learning Outcomes</b>
1	<b>Water, effluent, waste, solids and gas handling and treatment method</b>	Waste separated and processed
		Environmentally damaging practices reported
2	<b>Identify and separate waste</b>	Waste separated and processed
		Environmentally damaging practices reported
3	<b>Process and dispose of waste</b>	Waste separated and processed
		Environmentally damaging practices reported
4	<b>Work safely with due care for self, fellow workers, equipment, materials and the environment</b>	Waste separated and processed
		Environmentally damaging practices reported
5	<b>Recognise and report environmentally damaging practices</b>	Waste separated and processed
		Environmentally damaging practices reported
6	<b>Discuss and explain incidents and problems related to waste disposal</b>	Waste separated and processed
		Environmentally damaging practices reported

**Module 4 – Workplace Safety**

**Unit Standard No: 229995**

**Unit Standard Name: stall, use and perform basic rescues from fall arrest systems and implement the fall protection plan**

S/O No	Specific Outcome	Learning Outcomes
1	<b>Explain the use of a range of fall arrest equipment and knowledge of applicable regulations</b>	The difference between a full body harness and a work positioning system is explained with examples when each will be used
		The full range of the fall arrest equipment in this outcome is identified and their uses explained with examples
		The limitations and use of fall arrest equipment and fall arrest connectors are explained using examples of their use according to manufacturer's instructions
		The risks of using non-energy absorbing lanyard are explained, based on safety practices
		The use of a fall arrest system on a rigid and flexible anchorage line is explained considering the limitations
		A range of rescue equipment is identified and their use explained with examples
2	<b>Explain and use basic rope knots</b>	<b>KNOTS REQUIRED FOR FALL ARREST ARE TIED AND PRACTICAL USE THEREOF DEMONSTRATED WITH EXAMPLES. KNOTS REQUIRED INCLUDE BUT IS NOT LIMITED TO FIGURE 8 STOPPER, DOUBLE FIGURE 8, FIGURE 8 ON A BIGHT, KLEMHEIST</b>
		The range of fall arrest rescue equipment is identified and the use explained with examples. Includes rope grabs, pulleys, fall arrest winch, rigging plates, ropes, edge protectors
		Tying of a klemheist knot is demonstrated and its uses are explained with examples
3	<b>Install and use fall arrest systems</b>	The installations of horizontal and vertical lifelines are demonstrated, according to manufacturer's recommendations, the number of people and the suitability of anchor points. Includes for horizontal life lines at least temporary lifelines and could include permanent lifelines
		Safe use of anchors is explained in terms of cross-loading connectors, selecting anchors and safe angles of attachment for slings
		The fall arrest system is set up to meet minimum free space clearance requirements or the use of retractable lifelines
		The switchover to a lifeline from a double lanyard is performed following safe practices and the difference between the procedure for a vertical and horizontal lifeline described with examples
		The requirements of a permanent fall arrest system are explained based on manufacturer's instructions
		Ways to reduce the fall distance and the rescue after a fall are described and the reasons explained with examples
4	<b>Inspect and assemble fall arrest equipment and</b>	Own and team member's personal fall arrest equipment and Personal Protective Equipment are inspected assembled and fitted according to inspection criteria and equipment instructions

	<b>systems</b>	Reporting of suspect equipment is explained according to worksite procedure
		The reasons why fall arrest equipment may not be repaired without manufacturer's approval are explained according to legal/safety requirements
		The reasons for using certificated and identified fall arrest equipment are explained with examples
		The difference between an activated energy absorbing lanyard and an intact lanyard is visually determined and the reason for not using an activated energy-absorbing lanyard is explained according to safety requirements
		The requirements for equipment storage and inspection records are described according to legal and storage requirements
5	<b>Interpret and implement a fall protection plan</b>	The purpose and components of a fall protection plan are described and interpreted with examples. Includes but is not limited to risk assessment, procedures and methods, evaluation of personnel
		The duties of a person supervising a team are explained with examples
		The main possible hazards associated with work at height and worksites are listed with examples. Includes but is not limited to clearance, minimum free space, falling objects, moving objects, heat, fumes, and weather-conditions
		Changes in weather conditions and physical conditions that can affect the safety of the team are explained with examples
		The reasons for updating and adapting a fall protection plan is explained with examples
6	<b>Perform basic fall arrest rescues to bring a casualty down to safety</b>	Rope rescue system is securely anchored in terms of safe anchor points, correct tying and use of all the basic knots
		Descending of rope is done using a double locking action-descending device
		An assisted rope rescue of a conscious casualty is performed using a double locking action descending device
		An unassisted rope rescue of an unconscious casualty suspended in space is performed and alternatives to rope rescues are described with examples
		The way and reasons for maintaining communication with a casualty are explained with examples of the consequences
		The causes and risks of suspension trauma are explained with examples
		The reasons for applying first aid and immediately calling for medical back-up are explained considering potential injury and locations

## D. Delivery Strategy

### Module 1 – Personal Preparation

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 243189 → Unit Standard Name: Manage personal finances</b>							
1	Understand personal finance	8	80	8	16	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Plan and prepare a personal budget						
3	Operate a personal bank account						
<b>Unit Standard No: 243193 → Unit Standard Name: Practice good health and grooming habits</b>							
1	Deal with common health conditions to help prevent the spread of illness	4	40	4	8	1	
2	Practice good hygiene habits						
3	Practice good grooming and dress habits						
<b>Unit Standard No: 243195 → Unit Standard Name: Provide good customer service in a cleaning services environment</b>							
1	Identify customers in a cleaning services environment	4	40	4	8	1	
2	Demonstrate an awareness of customer requirements in a cleaning services environment						
3	Meet the requirements of customers in a cleaning services environment						

## Module 1 – Personal Preparation

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 7451 → Unit Standard Name: Collect, analyse, use and communicate numerical data</b>							
1	Identify situations for investigation and data collection and collect numerical data	2	20	2	4	1	
2	Classify and analyse numerical data						
3	Summarise and display organised numerical data						
4	Extract, interpret and critically evaluate information from various forms of display						
5	Demonstrate understanding of the concept of chance and calculate simple probabilities						
<b>Unit Standard No: 7449 → Unit Standard Name: Critically analyse how mathematics is used in social, political and economic relations</b>							
1	Critically analyse the use of mathematical language and relationships in the workplace	2	20	2	4	1	
2	Critically analyse the use of mathematical language and relationships in the economy						
3	Critically analyse the use of mathematics in social relations						
4	Critically analyse use of mathematics & mathematical language & relationships in political relations						
<b>Unit Standard No: 119635 → Unit Standard Name: Engage in a range of speaking/signing and listening interactions for a variety of purposes</b>							
1	Use speaking/signing and listening strategies	6	60	6	12	1	
2	Identify the purpose, audience and context of the communication						
3	Use strategies to engage with meaning and organisation in communication						
4	Show a critical awareness of language use in oral/signed texts						
5	Use and respond to aesthetic, emotive, cultural and social aspects of oral/signed texts						
6	Use and respond to conventions and structures in communication						

## Module 2 – Working in teams

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 114936 → Unit Standard Name: Participate effectively in a team or group</b>							
1	Identify the advantages and disadvantages of working in a team or group	2	20	2	4	1	
2	Identify the characteristics of an effective team or group						
3	Identify the roles and responsibilities of individuals in a team or group						
4	Identify and apply techniques to manage group dynamics						
<b>Unit Standard No: 7464 → Unit Standard Name: Analyse cultural products and processes as representations of shape, space and time</b>							
1	Identify geometric shapes and patterns in cultural products	2	20	2	4	1	
2	Analyse similarities and differences in shapes and patterns, and the effect of colour, used by different cultures						
3	Analyse and explain the way shapes and space are used in different epochs and cultures						
<b>Unit Standard No: 243191 → Unit Standard Name: Portray a professional image within a cleaning team</b>							
1	Take accountability for his/her own cleaning tasks	4	40	4	8	1	
2	Understand the importance of contributing to the achievement of the objectives of a cleaning team						
3	Take pride in being a member of a cleaning team						
<b>Unit Standard No: 14084 → Unit Standard Name: Demonstrate an understanding of and use the numbering system</b>							
1	Count and/or estimate a number of items and an amount of money and record the number or amount oral	1	10	1	2	1	
2	Demonstrate understanding of and use the continuous, recurring, patterned nature of the whole number						
3	Work with fractions and demonstrate understanding of the size						
4	Demonstrate understanding of and use mathematical language, symbols and notation to represent and communicate mathematical relations, concepts and generalizations						
5	Explain the origin and logic of, and use, an alternative means of counting and recording quantity						

## Module 2 – Working in teams

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 119631 → Unit Standard Name: Explore and use a variety of strategies to learn</b>							
1	Use language for learning	5	50	5	10	2	
2	Take responsibility for own learning and make choices about learning						
3	Identify different kinds of learning strategies and use what is appropriate to the task						
4	Identify, access and use information						
5	Use resources effectively to supplement learning						
<b>Unit Standard No: 119640 → Unit Standard Name: Read/view and respond to a range of text types</b>							
1	Use reading/viewing strategies appropriately and effectively	6	60	6	12	1	
2	Identify the purpose, audience and context of texts						
3	Engage with meaning and organisation in texts						
4	Show a critical awareness of language usage in texts						
5	Identify and respond to aesthetic, emotive, cultural and social aspects of texts						
6	Understand the use of conventions and structures in texts						
<b>Unit Standard No: 7461 → Unit Standard Name: Use maps to access and communicate information concerning routes, location and direction</b>							
1	Read, interpret and use maps, to depict and make sense of real locations, distances and position	1	10	1	2	1	
2	Draw maps according to scale						



### Module 3 – Cleaning in the workplace

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 243199 → Unit Standard Name: Clean above the floor surfaces</b>							
1	Plan and prepare for cleaning above the floor surfaces	4	40	4	8	1	
2	Clean above the floor surfaces						
3	Perform end-of-task procedures after cleaning above the floor surfaces						
<b>Unit Standard No: 243206 → Unit Standard Name: Clean toilets and bathrooms</b>							
1	Plan and prepare for cleaning toilets and bathrooms	6	60	6	12	1	
2	Clean toilets						
3	Clean bathrooms						
4	Perform end of task procedures after cleaning toilets and bathrooms						
<b>Unit Standard No: 243204 → Unit Standard Name: Clean toilets and bathrooms</b>							
1	Describe the purpose of organisations operating in the cleaning services industry	15	150	15	30	1	
2	Describe the essential components required for any cleaning task in a cleaning services environment						
3	Understand the principles of planning and preparing for a cleaning task						
4	Understand the principles of cleaning						
5	Understand the principles of performing end of task procedures after cleaning						

### Module 3 – Cleaning in the workplace

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 243207 → Unit Standard Name: Clean windows</b>							
1	Plan and prepare for cleaning windows	6	60	6	12	1	
2	Clean windows						
3	Perform end-of-task procedures after cleaning windows						
<b>Unit Standard No: 243197 → Unit Standard Name: Remove spots and spillages from carpets and upholstery</b>							
1	Plan and prepare for removal of spots and spillages from carpets and upholstery	5	50	5	10	1	
2	Remove spots and spillages from carpets and upholstery						
3	Identify and report stains on carpets and upholstery						
4	Perform end of task procedures when removing spots and spillages from carpets and upholstery						
<b>Unit Standard No: 243194 → Unit Standard Name: Sweep floors</b>							
1	Plan and prepare for sweeping floors	4	40	4	8	1	
2	Sweep floors						
3	Perform end-of task-procedures after sweeping floors						
<b>Unit Standard No: 243203 → Unit Standard Name: Use chemicals in the cleaning services environment</b>							
1	the action of cleaning chemicals during a cleaning process	8	80	8	16	1	
2	the use of cleaning chemicals on a range of surface types						
3	how cleaning chemicals remove the different types of dirt						
4	Demonstrate an understanding of the correct handling of cleaning chemicals						

### Module 3 – Cleaning in the workplace

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 243201 → Unit Standard Name: Vacuum dry surfaces</b>							
1	Plan and prepare to vacuum dry surfaces	4	40	4	8	1	
2	Vacuum dry surfaces						
3	Perform end of task procedures after vacuuming dry surfaces						
<b>Unit Standard No: 7447 → Unit Standard Name: Working with numbers in various contexts</b>							
1	Express and interpret a range of contexts using mathematical symbols	6	60	6	12	1	
2	Solve a range of everyday problems using estimation and calculations						
3	Verify and justify solutions within different contexts						
4	Perform operations on simple and complex numerical expressions						
5	Describe and compare counting systems from different cultures						
6	Critically analyse the development of the base ten number system						
7	Analyse the relationship between rational and whole numbers						
8	Analyse the relationship between rational numbers and integers						
<b>Unit Standard No: 119636 → Unit Standard Name: Write/Sign for a variety of different purposes</b>							
1	Produce texts appropriate to purpose, audience and context	6	60	6	12	1	
2	Use grammatical structures to organise texts						
3	Use writing/signing conventions to organise texts						
4	Plan, draft and edit own writing/signing						
<b>Unit Standard No: 243198 → Unit Standard Name: Wet mop floors</b>							
1	Plan and prepare to wet mop floors	4	40	4	8	1	
2	Spot mop floors						
3	Wet mop floors						
3	Perform end of task procedures after wet mopping floors						

**Module 4 – Workplace Safety**

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 7463 → Unit Standard Name: Describe and represent objects and the environment in terms of shape, space, time and motion</b>							
1	Describe and represent the position and change in position of an object in space	2	20	2	4	2	
2	Illustrate changes in size and shape of the appearance of objects as a result of changes in orientation						
<b>Unit Standard No: 9909 → Unit Standard Name: Identify and process waste</b>							
1	Water, effluent, waste, solids and gas handling and treatment method	4	40	4	8	1	
2	Identify and separate waste						
3	Process and dispose of waste						
4	Work safely with due care for self, fellow workers, equipment, materials and the environment						
5	Recognise and report environmentally damaging practices						
6	Discuss and explain incidents and problems related to waste disposal						

**Module 4 – Workplace Safety**

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
<b>Unit Standard No: 115091 → Unit Standard Name: Monitor compliance to safety, health and environmental requirements in a workplace</b>							
1	Explain the safety, health and environmental requirements applicable in a specific workplace	2	20	2	4	1	
2	Monitor workplace compliance to safety, health and environmental requirements against specified requirements						
3	Evaluate performance of workplace safety activities required by safety, health and environmental management programmes						
4	Remedy workplace non-compliance to and non-performance of safety, health and environmental requirements and programmes						

## Evaluation Strategy

Learner End of Course Evaluation sheet.

### End of Course Evaluation

Date:.....

Venue:.....

Please give honest feedback to assist us in future planning.

Question	Happy ?	Undecided ?	Unhappy ?
Were the objectives of the workshop clearly explained to you?			
Was there enough theory?			
Were there enough practical activities?			
Was the language used clear and accessible?			
Was the facilitator well prepared?			
How do you feel about the training methods			
Do you think the training will help you to become an entrepreneur?			
Do you think the training will make any difference to your life / attitude?			
How do you feel about the facilitator/s?			
Did you learn anything from the other participants during the course?			
Did the course meet your expectations?			
<b>REMARKS (Any changes?)</b>			
Name (Optional)			

## Trainers Report

Course Name	
Client	
Venue	
Facilitator	
Training Dates	
No of registered learners	
No of learners present	
U/S Covered	

NB Kindly attach the following documents to this report:

1. Signed learner attendance register for the period of training being reported  
**(Register must also be signed by the facilitator)**
2. Assignment hand in register





**Day 4**


**Day 5**


Use a separate sheet if necessary

## Learners

Briefly outline how learners are coping with the programme. Comment on learner's attendance, participation and understanding of material.

### Attendance


### Participation


### Understanding of material


### Issues raised by learners that need attention of Training Provider


**Overview of training provision process**

**Identify challenges of the training**


**Identify successes of the training**


**Recommendations for improving the material/training**


Signature of Facilitator: \_\_\_\_\_

Date: \_\_\_\_\_