

Curriculum Outline



36233

**National Certificate: Specialist
Hygiene and Cleaning Services**

Level 2

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Part 1

Programme Overview

Purpose

The primary purpose of this Qualification is to develop the foundational, practical and reflexive competencies in an individual, required for a career in the Hygiene and Cleaning Services Industry and to positively impact on social and economic transformation.

Central to the Qualification is the development of a culture of quality service and professionalism in the Hygiene and Cleaning Services Industry. This Qualification intends to produce employable cleaners/team leaders who can find gainful employment in the cleaning industry. This will also achieve the objectives of the NQF.

Credits gained at one level in this Qualification will be transferable throughout the system, giving the learner the opportunity of building up credits towards additional Qualifications in a related field (e.g. Hospitality, Health Care or Manufacturing), or a related branch of cleaning (e.g. Industrial or Textile Cleaning

The credits reflect the practical and theoretical education and training aspects of the Qualification.

Rationale

The scoping exercise that was undertaken, clearly indicated the need for a Qualification and incorporated Unit Standards that will allow employees in the Hygiene and Cleaning Services Industry to obtain Qualifications and / or standards at NQF Level 2.

This Qualification will afford learners, who have attained the GETC: Domestic Services and the National Certificate in Hygiene and Cleaning Services at NQF level 1, the opportunity to develop further along this career pathway.

This Qualification is needed to transform the Hygiene and Cleaning Services Industry by:

- Promoting and continually improving a professional image
- By instilling a culture of awareness of a clean environment that will improve the quality of life for all South Africans
- Creating environmental awareness / consciousness
- Adding value to the worker, society and the economy

The Qualification aims to add value to learners by:

- Allowing employees within the industry to identify a career path within the Hygiene and Cleaning Industry
- Developing further skills in terms of practicing professional team leader abilities
- Developing a sense of pride amongst employees for their jobs and their industry
- Developing a better understanding of the industry amongst employees
- Enhancing a code of ethics inclusive of viable and sustainable environmental management practices
- Providing consistent quality and safety standards
- Educating clients about hygiene, for the purpose of using "best practice" cleaning methods

Learning assumed to be in place

As this is an NQF Level 2 Qualification, it is expected that learners participating in NQF level 2 will have achieved competence in NQF level 1 communication/language and mathematics/ numeracy skills or ABET Level 4.

Learners would also have achieved competence in skills and knowledge of cleaning at NQF level 1 in sub fields applicable to their career paths (i.e. commercial, Laundry, Health).

Recognition of prior learning (RPL)

Learners who already work in the cleaning industry and who believe that they possess the competencies to enable them to meet all of the outcomes listed in the Unit Standard will be able to present themselves for assessment against the Unit Standards of their choice and the Qualification.

Recognise previous learning

Yes

Qualification rules

To be awarded the Qualification learners are required to obtain a minimum of 120 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

Mathematical Literacy at Level 2 to the value of 16 credits.

Communication at Level 2 to the value of 20 credits.

Life skills at Level 2 to the value of 7 credits.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 51 credits all of which are compulsory.

Elective Component:

The Elective Component consists of individual unit standards from which the learner must choose unit standards totalling a minimum of 26 credits.

Exit level outcomes

The critical cross-field outcomes are integrated into the assessment criteria of each individual Unit Standard. Whilst each Unit Standard is designed to be assessed on its own, (including the critical cross-field outcomes), Unit Standards have been combined into modules of marketable skills which can be assessed accordingly.

Thus, although the Qualification is aimed at providing the opportunity for learners to obtain a Qualification at Level 2 the modular approach enables them to become productive in a short time. Once a learner has completed all the modules successfully, s/he would have completed the full Level 2 Qualification.

The assessment of critical cross-field outcomes are integrated with the modules and thus the module serves as an exit level outcome. In terms of the modular structure, the exit level outcomes for this Qualification are:

1. Clean, Sterilize and Disinfect Healthcare Areas.
2. Clean carpet and Upholstery using various methods of cleaning.

3. Use scrubber driers to clean floors.
4. Strip, seal and vacuum wet floor surfaces.

Associated assessment criteria

- 1.** The areas in the work place that are microbial sensitive and where microbial contamination needs to be controlled is named.
 - a. Correct chemicals and disinfectants are selected and diluted according to the infection control department's disinfection policy
 - b. Floor, walls and equipment is cleaned and disinfected according to operating procedures
 - c. Waste and used consumables are disposed according to infection control procedures.
- 2.** The correct cleaning equipment, accessories and chemicals is selected and assembled according to the job requirements
 - a. The colourfastness of carpets and upholstery is tested, the fibre and weave is identified and spots and heavily soiled areas are pre-treated
 - b. The appropriate type of vacuuming is conducted and the fabric is positioned to dry in a well-ventilated area
 - c. The quality of work is continuously inspected, the cleaning equipment is cleaned, dried and stored and the chemicals and accessories are stored.
- 3.** The correct sweeping equipment, wet mopping equipment, automatic scrubber drier, scrubbing brushes/pads and chemicals are selected and the scrubbing operation is planned according to productivity principles
 - a. The machine controls are operated in the correct sequence and the chemical solution feed control is adjusted so that the correct amount of chemical solution is dispensed according to the floor type, degree of soiling and speed of the machine
 - b. End of task procedures are performed, including disconnecting the battery and recharging it according to operating instructions.
- 4.** A serviceable vacuum cleaner and the correct accessories are identified and prepared and the vacuuming procedure for the area is planned according to the safety requirements, possible urgency and disruption to people.
 - a. The floor is vacuumed according to work-site procedures, the waste is disposed according to work-site procedures and environmental requirements and the vacuuming equipment is cleaned, dried and stored.

- b. The suitability of the floor type and condition of the floor for wet or dry stripping is identified, the correct protective clothing and equipment is selected, moveable furniture and equipment is removed and the surface area is swept.
- c. The stripping chemical solution is liberally applied and allowed the correct contact time to react.
- d. The appropriate sealing product and equipment is used and fans or floor drying equipment is used according to product and equipment requirements.

Integrated assessment

The assessment of competence in the cleaning industry needs to remain practical in nature, and should be conducted in the workplace, as far as possible.

The nature of the cleaning industry is such that labour is the most significant cost factor. To save costs it would therefore be advisable for learning and assessment to take place at his/her workplace while performing the actual job. In addition the assessment would thus take place in an environment familiar to the learner.

Nature and type of assessment

There is a need for two kinds of assessment:

1. Ongoing formative assessment, aimed at the development of learners.

This could include assessment of areas such as:

- Hygiene
- Client care
- Communication skills
- Individual skills and combinations of skills, under different circumstances

Critical outcomes such as problem solving, communicating with clients and colleagues, practicing environmental awareness, working effectively as a member of a team in a cleaning context, practicing personal time management and ensuring that there is always sufficient stock on hand to perform the tasks required for the job.

2. Summative assessment in which it can be seen whether under real life working conditions and in the presence of an industry-based assessor, a learner is able to demonstrate competency against a particular Unit Standard.

The summative assessment can also be used as a diagnostic assessment tool aimed at identifying the learners' skills gaps for the Qualification.

Articulation options

The learner will have multiple choices of learning and career paths in the following areas of economic activity:-

1. Health Care
2. Waste Management
3. Hospitality (Accommodation Services)
4. Food Production
5. Retail and Merchandising

An example of vertical articulation may be the proposed National Certificate: Hygiene and Cleaning Supervision at NQF level 3. This Qualification may articulate horizontally with the National Certificate: Accommodation Services at NQF level 2 (ID 14110).

Part 2 Programme alignment

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 1	Skills Programme 1 - Communicate effectively				
	Communicate effectively	Maintain and adapt oral communication	8962	5	34
		Write for a defined context	8964	5	
		Receive and execute instructions	14349	2	
		Access and use information from texts	8963	5	
		Use language and communication in occupational learning programmes	8967	5	
		Identify and respond to customer needs in a Contact Centre	10348	12	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 20 DAYS		
	Theory	102 Hours			
	Practical	190 Hours			
	Assessments	48 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 2	Skills Programme 2 – Apply mathematics				
	Apply mathematics	Use mathematics to investigate and monitor the financial aspects of personal and community life	7469	2	16
		Work with a range of patterns and functions and solve problems	9007	5	
		Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	9009	3	
		Measure, estimate, calculate physical quantities and explore, describe & represent geometrical relationships in 2-dimensions in different life or workplace contexts	12444	3	
		Demonstrate understanding of rational and irrational numbers and number systems	7480	3	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 9 DAYS		
	Theory	48 Hours			
	Practical	90 Hours			
	Assessments	22 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 3	Skills Programme 3 – Organise oneself in the workplace				
	Organise oneself in the workplace	Apply knowledge of self in order to make a life decision	11813	3	25
		Maintain effective working relationships with other members of staff	11235	1	
		Organise oneself in the workplace	8618	3	
		Understand and apply personal values and ethics	8416	4	
		Operate in a team	8420	4	
		Coach learners	9926	10	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 15 DAYS		
	Theory	75 Hours			
	Practical	140 Hours			
	Assessments	35 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 4	Skills Programme 4 – Health and Safety				
	Health and Safety	Demonstrate an understanding of HIV/AIDS and its implications	8494	4	11
		Maintain a safe working environment	7799	2	
		Maintain health, hygiene and a professional appearance	7800	1	
		Practice environmental awareness	12512	4	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 6 DAYS		
	Theory	33 Hours			
	Practical	62 Hours			
	Assessments	15 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 5	Skills Programme 5 – Prepare for Cleaning				
	Prepare for Cleaning	Identify, collect, classify and handle waste	12525	4	8
		Erect and dismantle prefabricated aluminium alloy scaffolding	243275	4	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 5 DAYS		
	Theory	24 Hours			
	Practical	45 Hours			
	Assessments	11 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 6	Skills Programme 6 – Implement Cleaning Procedures				
	Implement Cleaning Procedures	Apply quality principles in everyday cleaning tasks	12511	4	26
		Clean carpets using the dry powder method	110442	6	
		Vacuum clean dry surfaces	12526	4	
		Vacuum clean wet surfaces	110470	4	
		Clean carpets using the wet extraction method	110468	8	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 15 DAYS		
	Theory	78 Hours			
	Practical	146 Hours			
	Assessments	36 Hours			

Month 7	FINAL SUMMATIVE ASSESSMENT				
Month 8	FINALISING PORTFOLIOS OF EVIDENCE				

Part 3

Design Strategy

1 - Learning aims and objectives

Clarity on focus on outcomes and design down:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving).
- Learning programmes are designed back from the outcomes.

2 - Theoretical content

Content relevance:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources.

3 - Teaching and learning

Learner centered and expanded opportunities:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding: it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate if the outcome has been reached.

High participation and co-operative learning:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment.

Integration

- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - Assessment

Principles of assessment

Assessments meet the following criteria for SAQA's principles of assessment:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent

Clarity of focus on outcomes

- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

High expectations

- Assessment tasks are challenging, not simply routine.
- Evidence collected is governed by quality criteria (criterion-referenced).
- Assessments discriminate between low and high levels of achievement.
- Advancement is based on demonstrated achievement.

Expanded opportunity

- Assessments lead toward achievement of qualifications or part qualifications.
- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.
- Learners' prior knowledge is taken into consideration when organising learning experiences
- Learners are supported to attain these desired outcomes

Continuous integrated assessment

- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.
- Learners are assessed on an on-going basis – Assessment is towards life-long learning.
- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.
- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.
- Assessment is integrative and focuses on the application of competence.

5 – Evaluation

Facilitator

Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme.

Facilitators will be evaluated against the following criteria:

- The learning outcomes were clearly stated.
- Key learning points were illustrated and clarified.
- The learning outcomes were met.
- Key learning points were summarised.
- The principles of adult learning were applied

Programme

Learners will be required to evaluate the value of the learning experience against the following criteria:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons

Logistics

Learners will also be required to evaluate the value of:

- The physical classroom environment.
- The seating arrangements.
- Meals and refreshments.
- Room Layout.
- Accommodation (if applicable)

Part 4 Delivery Strategy

1 - Materials

Participant's materials

- Participant's guides – This is a comprehensively structured guide for the learner and includes all theory and activities.
- Workplace / Practical Guide – This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment

Facilitator's materials:

- Facilitator Guide – This is the guide for the facilitator on how to manage the learning
- Activities and Handouts – These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.

Assessor's guide:

- Assessment Strategy – This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents
- Assessment Plan – This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence
- Assessment Instruments – These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.

2 – Notional hours of learning

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	<ul style="list-style-type: none"> • 360 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 672 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	<ul style="list-style-type: none"> • 168 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 1200 HOURS = 120 UNIT STANDARD CREDITS

3 – Training media aids and equipment

Classroom set-up and space requirements

- U-shape room layout is preferable in order to facilitate learner interaction.
- Breakaway areas would be helpful for group work.

Training media and equipment

- Flipchart, flipchart markers, pens, laptop with windows media player
- Proxima or overhead projector and screen

Training aids

- Flash cards
- Learner guides
- Handouts

Part 5

Learner support Strategy

1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring.

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

Before:

- The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

- The facilitator will provide all materials and resources necessary for learning to take place.
- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.
- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.
- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.
- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.
- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

Part 6

Evaluation Strategy

1 – Evaluation purpose

To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour

2 – Evaluation instruments

Assessment Instruments

Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job

Moderation strategy

It is clearly indicated in the Moderation Policy and the Moderation Guide of the college

Post Course Learner Evaluations

Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.

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?			
REMARKS (Any changes?)			
Name (Optional)			

Post Course Facilitator Evaluations

Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent to which the programme achieved the learning outcomes and criteria of the programme strategy

Facilitators'/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

Summary of work covered from day 1 to day 5

Day 1

Day 2

Day 3

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

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
Additional Comments on Logistics and Support						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B	Facilitator Evaluation					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					
Additional Comments on Facilitation						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C	Learning Programme Evaluation					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					
Spelling/ Grammatical Errors						
Trainer/Learner File, etc.		Section/Page		What?		
Additional Comments on Learning Material						

Signature of Facilitator: _____

Date: _____