

Curriculum Outline



20175

**National Certificate: Hygiene
and Cleaning Supervision Level**

3

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Part 1

Programme Overview

Purpose

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

Central to the Qualification is the enhancement, implementation and maintenance of quality service and professionalism in the Hygiene and Cleaning Services Industry. This Qualification intends to provide skilled supervisors who can sustain gainful employment and deliver qualitative and quantitative results within an organization. This will also achieve the objectives and principles of the NQF.

Credits gained at this level for this Qualification will be portable and transferable throughout the NQF system, giving the learner the opportunity of building up credits, within the wider spectrum of employment in South Africa, towards additional Qualifications. This will contribute to the self and career development of the learner. The credits reflect the practical and theoretical education and training aspects of the Qualification.

Rationale

The scoping exercise followed, (which included training priorities identified in the workplace skills plans) 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 3.

This Qualification will promote advancement for learners in the industry from the NQF level 2 National Certificate: Specialist Hygiene and Cleaning Services.

This Qualification is needed to expand the knowledge and application in the Hygiene and Cleaning Services by:

- Applying the rationale of performance management and continual improvement
- Complying with international and world-class standards
- Added value for the learner, society and the economy of the country

The Qualification aims to:

- Allow employees within the industry portability in terms of career advancement as well as career pathing
- Develop a sense of achievement amongst employees about their performance within the industry
- Integrate cleaning knowledge and skills within the industry amongst employees
- Develop a sense of pride amongst employees for their jobs and their industry
- Enhance a code of ethics inclusive of viable and sustainable environmental management practices
- Provide consistent quality and safety standards
- Educate clients about hygiene, for the purpose of using "best practice" cleaning methods
- Create environmental awareness

Learning assumed to be in place

It is expected that learners participating in NQF level 3 will have achieved competence at NQF level 2 in communication/language and mathematics/numeracy.

They also would have achieved cleaning skills and knowledge in the cleaning sub-field applicable to their career path (e.g. commercial cleaning, laundry, carpet and upholstery, hospital cleaning, industrial cleaning etc).

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 Standards 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 NQF Level 3 to the value of 16 credits
- Communication at NQF Level 3 to the value of 20 credits
- Life Skills at NQF Level 2 and 4 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 61 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 16 credits relating to the following clusters:

- Healthcare
- Commercial (retail, pharmaceuticals, hospitality)
- Carpet and upholstery
- Specialist floor care
- Laundry/dry cleaning
- Industry cleaning
- Food surface areas (HACCP/ CIP)
- Static and dust sensitive areas
- Carwash

- High access cleaning/rope access

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 3 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 3 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. Maintain equipment
2. Maintain marble, terrazzo, and stone floors
3. Restore marble, terrazzo, concrete and stone floors
4. Demonstrate knowledge of surfaces and chemicals
5. Remove spots from carpets - specialist
6. Identify business opportunities in a cleaning environment

Associated assessment criteria

1. The pieces of equipment to be maintained are identified and the relevant maintenance schedule is selected

The implementation of both the preventative maintenance procedures and the external maintenance agreements is monitored

The maintenance report is prepared and the equipment maintenance budget is monitored

2. The condition of a polished marble and terrazzo floor surface is assessed and crystallized using synthetic floor pads, grinding powder and the paste crystallization method

The condition of a tiled marble, terrazzo or concrete floor is assessed, the surface is prepared for maintenance and polished using an automated scrubber drier fitted with diamond discs

3. The condition of a polished marble, terrazzo, concrete or stone floor surface is assessed, the surface area is prepared by removing lippage and the surface is ground, honed and polished

4. The pH scale is applied to detergents that are applied to the various soilage types

Solvents and their applications are classified and disinfectant detergents are selected and used

Protective products and their applications are classified

5. Carpet fibres and their physical characteristics and the factors effecting spot removal are identified

The spot and spillage removal procedure is planned, prepared for and implemented using the relevant information in an instruction guide

6. Additional cleaning opportunities is identified and reported

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:

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.

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 both 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 horizontal articulation for this qualification is the National Certificate in Accommodation Services at NQF level 3.

The National Certificate: Food and Beverage Manufacturing Technology: Cottage Cheese Technologist at NQF level 4 is an example of vertical articulation for this qualification.

Moderation options

The moderator has the following functions:

- Monitoring and evaluating the standard of all summative assessments in terms of the ETQA policy.
- To review both substantive and process related matters in the case of an appeal against an assessment decision.
- Maintaining standards by exercising appropriate influence and control over assessors to ensure good standards of practice.
- Exercising a moderation function in case of a dispute between assessors, or between any assessor and learner.
- Giving written feedback to the relevant ETQA as and when required.
- Submitting reports to the relevant ETQA in terms of its policy.

The moderator does not necessarily have to be competent against the Unit Standards assessments under moderation, as his / her primary function is to ensure quality and due process.

Part 2

Programme alignment

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 1	Module 1 - Team work				
	Team work	Apply knowledge of self in order to make a life decision	11813	3	30
		Apply knowledge of self and team in order to develop a plan to enhance team performance	13912	5	
		Motivate a team	13947	6	
		Indicate the role of a team leader ensuring that a team meets an organisation`s standards	13917	6	
		Induct a new member into a team	13911	3	
		Accommodate audience and context needs in oral communication	8968	5	
		Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	9010	2	
	Contact / Facilitation Days	7 DAYS	Workplace Application Days 18 DAYS		
	Theory	90 Hours			
	Practical	168 Hours			
	Assessments	42 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 2	Module 2 – Safety at work				
	Safety at work	Apply personal safety practices on a wastewater treatment works	12035	4	37
		Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9013	4	
		Interpret and use information from texts	8969	5	
		Investigate life and work related problems using data and probabilities	9012	5	
		Implement the maintenance of equipment in the cleaning industry	110461	8	
		Supervise, inspect and control the use of Temporary Suspended Platforms	243271	8	
		Conduct a formal meeting	13914	3	
	Contact / Facilitation Days	7 DAYS	Workplace Application Days 22 DAYS		
	Theory	111 Hours			
	Practical	207 Hours			
	Assessments	52 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 5	Module 3 – Business Supervision				
	Business Supervision	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	13915	4	29
		Use language and communication in occupational learning programmes	8973	5	
		Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	7456	5	
		Write texts for a range of communicative contexts	8970	5	
		Induct a new employee	10980	6	
		Contribute to information distribution regarding HIV/AIDS in the workplace	8555	4	
	Contact / Facilitation Days	6 DAYS	Workplace Application Days 17 DAYS		
	Theory	87 Hours			
	Practical	162 Hours			
	Assessments	41 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 6	Module 4 – Business Management				
	Business Management	Identify and keep the records that a team manager is responsible for keeping	13916	4	36
		Investigate and explain the structure of a selected workplace or organisation	13919	10	
		Apply the budget function in a business unit	13941	5	
		Maintain the receipt, storage and issue of goods	7839	5	
		Identify additional value adding opportunities additional to an existing service level agreement in a cleaning environment	110456	3	
		Manage time and the work process in a business environment	13918	4	
		Participate in the implementation and utilization of equity related processes	10983	5	
	Contact / Facilitation Days	7 DAYS	Workplace Application Days 21 DAYS		
	Theory	108 Hours			
	Practical	202 Hours			
	Assessments	50 Hours			

Month 8	FINAL SUMMATIVE ASSESSMENT
Month 9	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"> • 396 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 739 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"> • 185 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 1320 HOURS = 132 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: _____