

National Unit Specification: general information

UNIT Housekeeping: An Activity Approach (Access 2)

CODE DV2W 08

SUMMARY

This Unit is designed principally for candidates developing the skills required to maintain a clean, safe working and/or living environment. This Unit forms part of the Skillstart Group Award, but may also be taken as a free-standing Unit.

OUTCOMES

- 1 Describe the main features of the work situation.
- 2 Carry out allocated tasks in the work situation while supervised.
- 3 Explain Health and Safety regulations and safe working practices appropriate to the occupation.
- 4 Analyse the contribution made by the experience to his/her awareness of personal suitability for the vocational area.

RECOMMENDED ENTRY

Entry to this Unit is at the discretion of the centre. There is no preferred entry level for this Unit.

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

Administrative Information

Superclass: HC

Publication date: August 2005

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

CORE SKILLS

There are no Core Skills for this Unit.

National Unit Specification: statement of standards

UNIT Housekeeping: An Activity Approach (Access 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Describe the main features of the work situation

Performance Criteria

- (a) The identification made of the main functions of the workplace is accurate.
- (b) The identification of essential equipment and facilities is accurate.
- (c) The identification of major processes involved in the work is accurate.

Evidence Requirements

Evidence for each Performance Criterion should be gathered from the candidate's answers to questions. The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, Braille, computer-assisted assessment.

In relation to Performance Criterion (a) the candidate should identify two examples of the main functions of the workplace.

In relation to Performance Criterion (b) the candidate should identify two examples of essential equipment and a maximum of two examples of the facilities available in the workplace.

In relation to Performance Criterion (c) the candidate should identify two major processes.

OUTCOME 2

Carry out allocated tasks in the work situation while supervised

Performance Criteria

- (a) The allocated activities are carried out with correct sequencing, timing and organisation.
- (b) The allocated activities are carried out in a manner compatible with the ethos of the work environment.
- (c) The carrying out of tasks complies with regulations and safe working practices specified for equipment and areas.

National Unit Specification: statement of standards (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

Evidence Requirements

Performance evidence should be gathered from direct observation of the candidate in the workplace or in a situation which creates the conditions and demands of the workplace. The activities should be limited to simple, supervised tasks which are an integral part of the main processes involved in the workplace. Evidence should be gathered of the candidate's performance in performing three of the following tasks successfully:

- ◆ sweep or vacuum or mop floor
- ◆ vacuum carpet/upholstery/curtains
- ◆ dust/polish furniture
- ◆ change bed linen
- ◆ clean and defrost fridge/freezer
- ◆ clean oven/microwave oven
- ◆ clean electrical equipment eg kettle, toaster
- ◆ clean cupboards and drawers
- ◆ fill and empty dishwasher
- ◆ clean windows/mirrors
- ◆ clean toilet and basins
- ◆ clean bathroom fittings eg vanity unit
- ◆ launder clothes.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example, understanding the reasons for sequencing, timing and organisation, additional evidence should be gathered from the candidate's answers to questions. The candidate should be allowed to provide evidence by using his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, Braille, computer-assisted communication.

OUTCOME 3

Explain Health and Safety Regulations and Safe Working practices appropriate to the occupation

Performance Criteria

- (a) The importance of Health and Safety regulations is understood correctly.
- (b) The identification of safe working practices is accurate in terms of the occupation.
- (c) The identification of the importance of safe working practices is consistent with the nature of the workplace.

Evidence Requirements

Written and/or oral evidence for Performance Criterion (a) to show that the candidate can:

- ◆ recognise the sound of the fire alarm
- ◆ explain the fire evacuation procedures
- ◆ recognise fire exits and equipment

National Unit Specification: statement of standards (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

- ◆ recognise the importance of keeping walkways and fire exits free from obstructions
- ◆ recognise and report any potential hazards
- ◆ recognise the importance of effective lighting
- ◆ identify the location of the First Aid Box.

Written and/or oral evidence for Performance Criteria (b) and (c) to show that the candidate is aware of customer care, customer safety and the employee's responsibility under the Health and Safety at Work Act in terms of workplace conduct. The candidate should be able to:

- ◆ select and use appropriate products for a specific purpose
- ◆ explain the correct storage conditions and procedures
- ◆ explain the dangers of mixing cleaning agents
- ◆ explain the correct amount of cleaning agents to use in identified tasks
- ◆ explain why electrical equipment should not be switched on with wet hands
- ◆ describe the importance of wearing flat shoes and of good personal hygiene.

OUTCOME 4

Analyse the contribution made by the experience to his/her awareness of personal suitability for the vocational area

Performance Criteria

- (a) The identification of characteristics in an employee which are required for this environment is accurate.
- (b) The identification of personal qualities is realistic.
- (c) A conclusion is drawn regarding personal suitability for the occupation.

Evidence Requirements

For Performance Criteria (a) and (b) the candidate should be able to identify a minimum of three personal qualities which should be realistic from the following:

- ◆ Good personal hygiene, good listening skills, good practical skills, good at following instructions, good organisational skills, the ability to work as part of a team.

For Performance Criterion (c) the candidate should be able to draw a conclusion about his/her suitability for the occupation.

The candidate should be allowed to provide evidence using his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, Braille, computer-assisted communication.

National Unit Specification: support notes

UNIT Housekeeping: An Activity Approach (Access 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit forms part of the Skillstart Group Award at Access 2. Successful completion of this Group Award may facilitate the candidate's progress towards Scottish Group Awards or Scottish Vocational Qualifications. This Unit should be seen in the context of the wide range of skills needed for the achievement of the Skillstart Group Award and should be integrated into practical activities in the training environment.

This Unit is designed to provide the candidate with a real experience of a working environment. This experience can form the basis of vocational guidance and decisions regarding future progress. The candidate may be expected to benefit from delivery in a supported training environment, under supervision. Any appropriate local authority or centre regulations should be taken into account with regard to supervision of candidates when outside the boundaries of the centre.

Throughout the Unit, the candidate should be encouraged to develop communication skills and personal/interpersonal skills and form working relationships with colleagues and clients.

It is suggested that the Unit should be delivered in an occupational placement or other occupational or training environment which allows for practical sessions of a minimum of two hours' duration. Tutors/lecturers should use their expertise to provide detailed guidance to the candidate in the undertaking of activities.

The Unit aims to equip candidates with a basic knowledge of the different cleaning processes and cleaning agents required for the processes in a variety of living and/or working environments. Candidates should aim to have an understanding of the health and safety requirements both in the general workplace environment and in task specific procedures relating to housekeeping environments.

National Unit Specification: support notes (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be given the opportunity to work individually, in pairs or in groups depending on the activity.

The learning and teaching approaches should be appropriate to the needs of the particular candidate. The approaches, however, should be highly practical with the emphasis on candidate-centred activity. The learning and teaching approaches used should encourage candidates to be aware of their attainment and help them to transfer skills into other contexts. Wherever possible, candidates should be encouraged to carry out the tasks with relevance to his or her own experience of the work-related environment.

All learning should occur naturally in an area where the housekeeping may be carried out with the tutor/trainer adopting the role of supervisor and the candidate that of an employee. Practical work placement should be arranged wherever possible.

The candidate should be encouraged to help in the planning and organisation of activities. The candidate should be encouraged to take a positive attitude towards the quality of his or her own work and be resourceful, self-critical and self-correcting. Opportunities should be provided for the candidate to show initiative in taking decisions, within the limits of his or her job responsibilities. The candidate should be encouraged to use teamwork to make decisions.

Tasks/activities set should develop the candidate's ability to prioritise work and meet deadlines with the requirements for the production of some work under pressure (interruptions, re-defined priorities).

Realistic materials and equipment should be used throughout and a thematic approach adopted where possible. The candidate may wish to maintain a log book to record tasks undertaken.

Corresponding to Outcomes:

- 1 The candidate should be made aware of the main features of housekeeping in the following locations:
 - ◆ bathrooms — clean baths, basins and fittings; clean toilet; clean shower cubicles; clean floors; clean paintwork; clean mirrors and windows
 - ◆ kitchens — clean cooker/microwave oven,; defrost fridge/freezer; clean dishwasher; clean electrical equipment; clean cupboards and drawers; clean worktops; clean sinks; clean floors; clean tiles and paintwork
 - ◆ dining and sitting rooms — care of furniture (polish, dust); vacuum carpets, curtains and soft furnishings; clean windows, mirrors and paintwork
 - ◆ bedrooms — change bed linen; vacuum carpets/curtains; clean mirrors and windows; dust and polish furniture; care of soft furnishings
 - ◆ utility room — use a washing machine, tumble dryer and iron.

The candidate should be made aware of the main features of housekeeping equipment including brushes, dustpans, buckets, mops, dusters, cloths, vacuum cleaners, cleaning materials, bedding, dishwasher, first aid box, washing machine, tumble dryer, iron, ironing board.

National Unit Specification: support notes (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

The candidate should be made aware of the main features of housekeeping processes including preparation of materials and equipment, dry/damp dusting, polishing, sweeping, mopping, wet cleaning, vacuuming, cleaning and storage of equipment.

The candidate should be made aware of the main features of housekeeping in terms of Personnel — (person in charge), taking account of clients needs and working with the supervisor concerned with client services.

- 2 The practical activities should be limited to simple tasks. Awareness should be made of correct sequencing, timing and organisation. If the activities are not being undertaken in the workplace, they should be undertaken in a situation which recreates the conditions and demands of the workplace.

The candidate should be guided by the tutor/trainer on the selection of tasks on the basis of any statutory restrictions and on the feasibility of the tasks being undertaken within the timescale of the Unit. The candidate should work in accordance with the practices and standards of the occupation.

For the purpose of this Unit, kitchen surfaces will be referred to as ‘worktops’. Bathroom surfaces will be referred to as fixtures which would include all surfaces that it may be possible to wipe clean. The process of laundering in the context of this Unit will incorporate:

- ◆ separating into appropriate loads
- ◆ washing by hand/machine
- ◆ line drying/tumble drying
- ◆ using an iron
- ◆ folding and storing laundry.

- 3 The candidate’s understanding of Health and Safety regulations should be developed from an appreciation that regulations, generally, follow a real need. The discovery, for example, that certain materials or working practices are regularly causing illness or accidents leads to the introduction of regulations governing the use of these materials or the carrying out or modifying of the practices. The regulations will merely codify the rules that a sensible and caring person would wish to follow in the working environment to avoid harmful consequences.

The candidate should understand the need for a high standard of personal hygiene and safety: the need to wear protective clothing and suitable headgear: any wounds covered with the requisite detectable covering, the dangers of hand contact with other parts of the body: clean hands and finger nails: correct methods of storage of equipment and materials to ensure potentially dangerous hazards are recognised; correct disposal of waste: working surfaces are kept clean and the candidate should be made aware of the correct storage conditions and procedures of cleaning agents eg not near food products/in an appropriate temperature.

National Unit Specification: support notes (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

The candidate should be introduced to aspects of Health and Safety and safe working practices; maintaining a safe environment; safe use of electric appliances; importance of tidiness to reduce hazards; safe use of equipment; reporting of accidents; recognising and reporting potential hazards: fire, emergency and health and safety procedures; safety officer; member of staff with first aid training; First Aid Box.

- 4 The working environment must be realistic to enable the candidate to have a realistic awareness of his or her suitability for the vocational area.

The candidate should assess his or her personal suitability to the vocational area, recognising how his or her individual contribution can affect the quality and success of work and recognising why attitude and behaviour are important and the difference they can make.

The tutor/trainer should provide an atmosphere in which the candidate feels confident in discussing issues. The candidate's wishes for confidentiality should be respected provided that this does not prohibit the necessary evidence being provided.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are practical exercises, personal interviews, short answer questions and restricted response questions. When answering questions, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

Outcome 1: Restricted response questions could be used to gather evidence for this outcome. It is suggested that four restricted response questions are used, one on each performance criterion. The questions should be constructed to cover as wide a range of content as is necessary to enable the candidate to provide evidence of a comprehensive knowledge of the area. The questions constructed by the assessor should be in a format that is appropriate to the candidate's normal mode of communication. This could include diagrams and other visual aids. Where further or clearer answers are required from the candidate to secure full evidence of ability to meet the criteria, supplementary questions which are open in nature (ie do not lead the candidate) should be asked. Supplementary questions would not be appropriate where the candidate's first answer clearly showed an inability to meet the performance criteria.

Restricted response questions will allow the candidate to make reference to the person in charge and the different jobs undertaken by staff.

Satisfactory performance will be demonstrated by the candidate answering all questions correctly.

Outcome 2: Practical exercises could be used to gather evidence for all performance criteria. The candidate should undertake three separate activities. A checklist may be used to record candidate performance.

National Unit Specification: support notes (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

It is suggested that the candidate should be observed in placement (or in a practical exercise which simulates a typical work environment) of a minimum of ten hours' duration. The timescale should be managed and monitored in accordance with the timescale for normal working practices in the occupational area. The candidate should be allocated a range of simple tasks, typical to the work situation. The tasks should be very closely supervised and, where appropriate, should be undertaken on the basis of assisting skilled workers.

It is suggested that three short answer questions are used on each occasion to gather evidence of the candidate's understanding of the reasons for correct sequencing, timing and organisation. There should be one question on each of sequencing, timing and organisation.

Outcome 3: A personal interview could be used to gather evidence of the candidate's knowledge and understanding of Health and Safety regulations and safe working practices. During the interview, it is suggested that twelve questions should be asked of the candidate. The questions should cover as wide a range of content as is necessary to enable the candidate to provide evidence of a comprehensive knowledge of regulations/safe working practices in the occupational area. Six of the questions should relate to generic Health and Safety regulations and six of the questions should relate to Health and Safety regulations and safe working practices specific to the occupational area. The questions constructed by the assessor should be in a format that is appropriate to the candidate's normal mode of communication. This could include diagrams or other visual aids. The responses should include evidence of the candidate's understanding of the value of regulations/safe working practices.

Outcome 4: A personal interview could be used to enable the candidate to identify and evaluate his or her personal qualities and to compare these with the qualities of employees in the occupational area. The candidate may wish to complete a personal profile.

In making a summative assessment of this outcome, assessors may find it valuable to use a checklist. This checklist would draw the candidate's attention to the characteristics which affect an individual's suitability for work in the area covered by the Unit. The candidate would also be required to make a judgment about his or her suitability with regard to each of the characteristics in relation to the occupational area covered by the Unit.

An example, in general terms, of the type of checklist that could be used is detailed below and this will have to be adapted for the specific, occupational area and the level of understanding of the candidate. This checklist may be used for self-assessment or to structure interviews.

Specification for a summative checklist

The main headings for such a checklist might be:

Characteristics	Rating	Comments
-----------------	--------	----------

National Unit Specification: support notes (cont)

UNIT Housekeeping: An Activity Approach (Access 2)

Among the types of characteristics that would have to be devised/selected to match the occupational area would be:

- ◆ interest in the area
- ◆ systematic approach to work tasks
- ◆ enjoyment of work
- ◆ level of personal organisation
- ◆ personal presentation
- ◆ communication skills
- ◆ number skills
- ◆ ability to solve problems
- ◆ manipulative skills
- ◆ technical skills

Ratings would have to be made in terms of demands posed by the job, so that the same level of eg number skills might be highly satisfactory for one type of job, but entirely unsatisfactory for another. The ratings judged in those terms might be:

- 1 More than satisfactory.
- 2 Satisfactory.
- 3 Less than satisfactory.

Comments might take account of factors such as the reasons why characteristics were judged more/less than satisfactory for the level of skill required for the job.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).