

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 5140056

-Session-1996-97

-Superclass- QE

-Title- CLEANING OF THE WORK PLACE

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Establishing an awareness of the varying standards of cleanliness and the basic cleaning skills required to maintain a clean and safe work place.

OUTCOMES

1. explain the importance of maintaining a safe and clean environment;
2. define the standards of cleanliness for differing environments to ensure hygienic and safe conditions;
3. categorise soilage and explain how it is transmitted;
4. perform simple cleaning tasks in the work place.

CREDIT VALUE: 0.5 NC Credits

ACCESS STATEMENT: No formal access requirements.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 5140056

UNIT TITLE: CLEANING OF THE WORK PLACE

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. EXPLAIN THE IMPORTANCE OF MAINTAINING A SAFE AND CLEAN ENVIRONMENT

PERFORMANCE CRITERIA

- (a) Reasons for maintaining a safe and clean environment are correctly explained.
- (b) The role of the environmental health officer in maintaining a safe environment is explained.

RANGE STATEMENT

Reasons for cleaning: prevention of the spread of infection; safety; preservation of fabric, fixtures and fittings; provision of socially acceptable environment.

EVIDENCE REQUIREMENTS

Recorded evidence that the candidate can identify and make recommendations to rectify hazards and potential hazards.

Written evidence of the candidate's understanding of the reasons for maintaining a clean and safe environment and the role of the environmental health officer in the process.

OUTCOME

2. DEFINE THE STANDARDS OF CLEANLINESS FOR DIFFERING ENVIRONMENTS TO ENSURE HYGIENIC AND SAFE CONDITIONS

PERFORMANCE CRITERIA

- (a) The explanation given to define recognised standards of cleanliness is correct.
- (b) The explanation of the correct standards of cleanliness is appropriate in terms of legislation and organisational requirements.

RANGE STATEMENT

Standards of cleanliness: BS 5295; hygienically clean; prestige clean.

Environments: food preparation and service; offices; bathrooms; washrooms; workshops; garages; maintenance areas; public areas; clinical areas.

EVIDENCE REQUIREMENTS

Written/recorded evidence of the candidate's ability to explain the different standards of cleanliness required for the various different environments and to match the different standards to organisational areas.

OUTCOME

3. CATEGORISE SOILAGE AND EXPLAIN HOW IT IS TRANSMITTED

PERFORMANCE CRITERIA

- (a) Types of soilage are categorised accurately in relation to accepted terminology.
- (b) Explanation of how soilage arises is accurate in terms of how it is transmitted and deposited.

RANGE STATEMENT

Definition of dirt: loose dry dirt/dust; water-based dirt, fat-based dirt, tarnishing.

Soilage transmission: through air; on feet and clothing; on equipment through activities and operations.

Written/recorded evidence that the candidate can identify soilage and explain how it may be transmitted and deposited.

4. PERFORM SIMPLE CLEANING TASKS IN THE WOR

PERFORMANCE CRITERIA

- (a) safe and efficient manner.
- (b) surface and type of soilage.
- (c) keeping with manufacturers' instructions and legal requirements.

RANGE STATEMENT

polishing; vacuuming; washing; wiping.

EVIDENCE REQUIREMENTS

covering a minimum of three of the methods listed in the range. Supplementary evidence in the form of written or oral questions may be used to cover the rest of

Performance evidence that the candidate can handle and store safely cleaning agents employed in simple cleaning tasks.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

© Copyright SQA 1996

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 5140056

UNIT TITLE: CLEANING OF THE WORK PLACE

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is designed for candidates with little or no previous knowledge of standards of cleanliness and the basic skills associated with cleaning. It is a general module and may be undertaken by candidates working in a variety of trades and occupations where cleaning of the work environment is part of the duties of employees.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

The unit will introduce you to the reasons for maintaining a safe and clean environment, the cleaning standards required for differing environments, types of soilage and their transmission and simple cleaning tasks.

CONTENT/CONTEXT Candidates will require to undertake a variety of practical activities in a range of cleaning activities within the learning establishment. It is important that during practical activities the correct measures in relation to safety, hygiene and correct working methods are observed.

Text books may be used to provide information on standards of cleanliness and the categories, nature and transmission of soilage.

Manufacturers' instructions and practical activities should be used to provide information on the safe handling use and storage of cleaning agents. Candidates should also be aware of current legislation in relation to safe working practices and the handling of cleaning agents.

Audio visual aids may be used to demonstrate conditions in industry.

Corresponding to outcomes 1-4:

1. Candidates should be aware of the importance of maintaining a safe and clean environment in relation to user needs and expectations, safety and hygiene regulations and safe working practices.

The role of the environmental health officer in maintaining safe and clean environments within establishments should be explained.

2. Explanation of the different standards of cleanliness should be outlined. Examples of where the different standards of cleanliness would be employed should be given. The importance of identifying correct standards in relation to safe working practices, legislative controls and user expectations should also be discussed.

3. The various different categories of soilage should be identified, with an explanation of their composition given. Examples of where different types of soilage may be encountered should also be outlined.

Candidates should be able to explain how soilage is transmitted and deposited.

Practical activities in relation to identification of soilage could be undertaken. This could be incorporated with practical cleaning tasks.

4. Candidates should be able to carry out simple cleaning tasks in relation to soilage to be removed. Standards achieved should meet the organisation's requirements and current safety and legislation standards.

Cleaning tasks undertaken should include sweeping, mopping, scrubbing, dusting, polishing, vacuuming, washing and wiping. Mechanical equipment, with the exception of vacuum cleaners, should not be used.

Candidates should also be aware of the procedures to be followed in relation to the safe use, handling and storage of cleaning agents. The ability to follow manufacturers' instructions and to use cleaning agents required in relation to particular cleaning tasks should be demonstrated.

Candidates should be able to follow oral instructions for the performance of simple cleaning tasks. The ability to follow written instructions should be related to the safe use of cleaning agents in relation to manufacturers' instructions and current legislation.

APPROACHES TO GENERATING EVIDENCE The design of this unit should allow the candidate to achieve the outcomes in a candidate - centred, participative and practical manner.

Theoretical aspects in relation to the maintenance of a safe and clean environment, standards of cleanliness, soilage and its transmission and the safe performance of cleaning tasks should be undertaken before practical activities. Practical activities may be undertaken within work areas of individual centres, for example, food preparation and service areas, workshops, laboratories, corridors,

bedrooms, bathrooms, toilet areas or any other relevant work environments. Candidates should participate in practical activities.

Group discussions, text books, or audio visual aids could be used to deliver theoretical information.

This unit can be taken by candidates who are interested in a wide range of occupations and who require some knowledge of and skills in cleaning.

ASSESSMENT PROCEDURES Centres may use instruments of assessment which are considered by tutors to be the most appropriate in the assessment of outcomes 1, 2 and 3.

Examples of instruments of assessment which could be used are:

- oral or short written questions
- diagrammatic or pictorial illustrations
- observation checklists based on areas within an establishment.

Outcome 4 should be assessed through a practical assessment. The assessment should allow the candidate to undertake simple cleaning tasks employing a minimum of three methods of cleaning. Supplementary evidence would require to be presented in addition to performance evidence to cover the full range.

Above could be evidenced by an observation checklist or oral questioning.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

© Copyright SQA 1996

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.