



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

For

Introduction to Public Area Cleaning

Leading to

Public Area Cleaning 3N0574

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand-alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 5 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETБ’s programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers /tutors will devise Assessment Brief/s for the Collection of Work and Skills Demonstrations.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the Learning Outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETБ or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Introduction to Public Area Cleaning	2. Component Name and Code Public Area Cleaning 3N0574
3. Duration in Hours of Programme Module 50	4. Credit Value 5
5. Assessment Technique Skills Demonstration 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module This programme module aims to equip the learner with the basic knowledge, skills and competencies required to clean a public area of a commercial, community or public sector premises under supervision.	
8. Objectives: <ul style="list-style-type: none"> • To introduce the learner to the principles and practices involved in cleaning public areas. • To provide the learner with basic experience in cleaning a range of public areas and surfaces while working under supervision. 	
9. Learning Outcomes of Level 3 Public Area Cleaning 3N0574 The learner will be able to: <ol style="list-style-type: none"> 1. Explain the basic principles of personal and environmental safety, to include cross contamination, when working with cleaning equipment and agents 2. Identify appropriate cleaning agents and polishes for a range of public area cleaning tasks to stock a house assistant's cleaning trolley 3. Identify the cleaning equipment required to complete public area cleaning tasks 4. Identify the correct work flow specific to public areas 5. Use equipment and attachments appropriate to a range of surfaces to include wood, carpet, marble and granite 6. Use the correct techniques for cleaning a public area including damp dusting, stain removal, floor washing, vacuuming, and polishing 7. Use checklist to verify attractive presentation of public area 8. Complete maintenance request form 9. Return equipment and cleaning agents to correct storage area ready for future use 10. Comply with current safety and hygiene legislation and regulation in personal and supervised working environments. 	
Delivery Strategies and Learning Activities The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should	

exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Safe Practice

Learning Outcome 1: *Explain the basic principles of personal and environmental safety, to include cross contamination, when working with cleaning equipment and agents.*

Learning Outcome 10: *Comply with current safety and hygiene legislation and regulation in personal and supervised working environments.*

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- Explore with the learner the basic principles of personal safety when working with cleaning equipment and agents.
 - The learner should know why it is important to maintain personal hygiene standards when working with cleaning equipment and agents. They should know how and why it is important to be clean and hygienic. They should know to:
 - ✓ Keep hair, nails and skin hygienically clean and/or covered where necessary,
 - ✓ Cover cuts, burns, skin conditions, etc.,
 - ✓ Wear clean and appropriate clothes and footwear,
 - ✓ Limit the wearing of accessories and jewellery.
 - The learner should know why it is important to maintain and apply appropriate hand washing practices. The learner should be able to;
 - ✓ Indicate the difference between washing and decontaminating hands,
 - ✓ Select and use appropriate hand cleaning products, i.e., soap and water, alcohol-based hand wash, etc.,
 - The learner should know why and how to select and use appropriate personal protective equipment (PPE). The learner should be able to:
 - ✓ List the range of PPE appropriate to task and in line with health and safety requirements,
 - ✓ State the importance of the correct use of PPE,
 - ✓ Wear / use PPE appropriate to task and in line with health and safety requirements,
 - ✓ Routinely check and maintain PPE,
 - ✓ Change / substitute PPE where necessary,
 - ✓ Store /dispose of used PPE correctly.
 - The learner should know how to work in a safe manner. The learner should be able to explain how and why it is necessary to work in a safe manner and in particular know why and how to prevent cross contamination. They should be able to:

- ✓ Explain and apply the correct use of equipment, materials and chemicals,
 - ✓ Explain the importance of following manufactures instructions, particularly in terms preparing cleaning solutions, using correct ratios, not mixing solutions, and so on,
 - ✓ Describe and explain the role of colour coding systems to prevent cross-contamination,
 - ✓ apply colour coding systems in the use of cleaning equipment and agents,
 - ✓ Identify and display relevant warning signs, alternative route signs, etc.
 - ✓ Describe techniques for safe lifting and handling, where necessary.
- The learner should know how to control risks in the workplace and apply the principles contained in the relevant health and safety legalisation and regulations where appropriate. They should be able to:
- ✓ Identify appropriate basic hazards / risk that might occur in the workplace,
 - ✓ Carry out a basic risk assessment,
 - ✓ Demonstrate how to control hazards / risks in the workplace,
 - ✓ follow 'universal precautions' procedures for the management of blood/body fluids where necessary,
 - ✓ Identify the potential danger of closing off a means of escape in the event of fire, evacuation, etc.
 - ✓ Describe and follow workplace policies and procedures in the event of a fire, evacuation, etc.
 - ✓ Describe and indicate procedures for reporting incidences, accidents, potential hazards, etc.
- Explore with the learner the basic principles of environmental safety when working with cleaning equipment and agents.
- The learner should know why it is important to ensure environmental safety. They should know how and why it is important to be environmental aware, particularly in term of the consumption and use of energy, water, equipment and materials. The learner should know how and why to employ working methods that:
- ✓ Minimise risk of pollution,
 - ✓ Minimise waste of resources,
 - ✓ Recycle where appropriate,
 - ✓ Deal appropriately with waste disposal.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- Examine with the learner health and safety legislation and regulations which apply to public area cleaning. The learner should be informed of relevant aspects of The Safety, Health and Welfare at Work Act 2005, The Safety, Health and Welfare at Work (General Application) Regulations 2007 and any locally relevant documentation and regulations.
- The learner should be aware of the basic principles of the legislation/ regulations as it applies to them, and describe its implication for their work practices. In particular, they should be aware of risk management procedures for manual handling, PPE, working safely at heights, hazardous waste disposal, minimising risks of slips, trips and falls, etc. The learner should be able to:
- ✓ Indicate personal responsibilities for health and safety,
 - ✓ Describe and apply safety checks in relation to tools, equipment, materials, etc.,
 - ✓ Identify person responsible for overall health and safety,
 - ✓ Identify where and when to get additional health and safety assistance / support when necessary.

Preparation

Learning Outcome 2: Identify appropriate cleaning agents and polishes for a range of public area cleaning tasks to stock a house assistant's cleaning trolley

Learning Outcome 3: Identify the cleaning equipment required to complete public area cleaning tasks

Learning Outcome 4: Identify the correct work flow specific to public areas

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- Explore with the learner how to identify and stock appropriate cleaning agents, materials, equipment, etc., for house assistant's cleaning trolley.
 - The learner should be able to select and justify their choice of appropriate cleaning equipment and chemicals for the task.
 - The learner should be able to check and replenish the cleaning agents, materials and equipment when necessary.
 - The learner should be able to correctly dispose of waste material, cleaning agents, etc. and properly store equipment, materials following completion of task.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- Explore with the learner how to identify and use the cleaning equipment required to complete public area cleaning tasks.
 - The learner should be able to:
 - ✓ Select and use equipment appropriate to task,
 - ✓ Describe how to prepare equipment and work areas prior to cleaning,
 - ✓ Explain the importance of following manufacturers' recommendations and instructions.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- Explore with the learner the purpose and use of a work schedule and how to identify and apply the correct work flow specific to the task.
 - The learner should be able to:
 - ✓ Explain how often cleaning should take place, location, methods, time taken, etc.,
 - ✓ Explain how and why it may be necessary to deviate from the work schedule,
 - ✓ Explain the importance of thorough preparation of area to be cleaned.
 - The learner should be able to describe and follow the correct work flow specific to the task at hand. They should understand and describe the necessity to maintain the separation of clean and dirty/contaminated

zones. They should know to:

- ✓ Work from the most clean to the most contaminated areas, for example, when cleaning surfaces start at the cleanest area and work out toward the most contaminated area, etc.
- ✓ Be aware when single-use objects and materials are necessary,
- ✓ Clean and correctly store equipment, materials, etc. to prevent mess or further contamination.

Best Practice

Learning outcome 6: Use equipment and attachments appropriate to a range of surfaces to include wood, carpet, marble and granite

Learning outcome 7: Use the correct techniques for cleaning a public area including damp dusting, stain removal, floor washing, vacuuming, and polishing

Learning outcome 8: Use checklist to verify attractive presentation of public area

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- Explore with the learner the different preparation and cleaning requirements of a range of surfaces.
 - The learner should be able to:
 - ✓ Assess the surfaces, items and areas to be cleaned,
 - ✓ Describe the correct cleaning method, equipment and materials for specified surface,
 - ✓ Select the correct cleaning methods, equipment and materials for specified surface,
 - ✓ Use the correct cleaning methods, equipment and materials for specified surface.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- Explore with the learner how to apply the correct techniques for specific cleaning tasks.
 - The learner should be able to:
 - ✓ Assess the soil type (e.g., dust, oil, mould, stains, etc.) to be cleaned,
 - ✓ Describe the correct cleaning method (e.g., mopping, sweeping, vacuuming, steam cleaning, etc.) for the specific task / soil type,
 - ✓ Select the correct equipment (e.g., mops, brushes, buckets, PPE, etc.) for the specific task / soil type,
 - ✓ Select the correct cleaning materials / agents (e.g., polish, bleach, soap, etc.) for the specific task / soil type,
 - ✓ Prepare the cleaning materials / agents as per manufacturer’s recommendations and instructions (e.g., diluted/pure, amount/quantities, etc.)
 - ✓ Ensure sufficient equipment / materials are available,
 - ✓ Apply and follow tutor’s instruction to clean the specific task /soil type,
 - ✓ Complete the cleaning task in a timely manner.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- Explore with the learner the importance of checking area and items after cleaning as well as the use of a checklist to ensure quality and standards.
 - The learner should be able to:
 - ✓ Explain how and why to check / verify the cleaning, areas and items,
 - ✓ Review the quality and effectiveness of the cleaning and take any necessary actions,
 - ✓ Dispose of waste as required.
- The learner should be able to:
- ✓ Complete a basic checklist to check / verify the task is accomplished as required,
 - ✓ Complete other documentation if required, e.g., time sheets, health and safety checks, accident / incident reports, etc.

Completing the task

Learning outcome 9: Complete maintenance request form

Learning outcome 10: Return equipment and cleaning agents to correct storage area ready for future use

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- Explore with the learner the importance of completing a maintenance request form where necessary. It is important the learner is aware of the procedures for replacing / ordering /repairing equipment, materials, etc. and understands the reporting procedures.
 - The learner should be able to:
 - ✓ Describe how and why to use a maintenance request form,
 - ✓ Explain and carry out the procedures for reporting breakages, damage to equipment, surfaces, etc.
 - ✓ Complete any necessary documentation (e.g., notifying supervisor / colleagues, contacting suppliers, etc.).

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- Explore with the learner the basic principles of returning materials and equipment in good order to storage areas. It is important the learner understands the importance of ensuring supplies do not run out and that equipment and materials are stored securely.
 - The learner should be able to:
 - ✓ Explain the importance of returning all items to their original position,
 - ✓ Explain why equipment and materials should be returned in good order to a secure storage area,
 - ✓ Check and replenish cleaning materials, agents, resources, etc.,
 - ✓ Return, restore and store equipment and materials as instructed,
 - ✓ Follow procedures to report problems promptly and take any necessary actions.

11a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner’s contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All evidence must be retained in the learner’s assessment portfolio.

Skills Demonstration	100 %
<p>The learner will complete 5 Skills Demonstrations at appropriate intervals during the programme and will be allowed 30 – 40 minutes approximately to complete each demonstration. Evidence of each Skills Demonstration must be stored in the learner’s portfolio.</p>	
<p>NB: The learner must explain and apply relevant health and safety procedures when completing each Skill Demonstration as per Learning Outcomes 1 and 10.</p>	
<p>Skill Demonstration 1</p>	
<p>Identify appropriate cleaning agents for a range of public area cleaning tasks to stock a house assistant's cleaning trolley as per Learning Outcome 2.</p>	
<p>Skill Demonstration 2</p>	
<p>Assess and ready the area, materials, equipment, etc. in preparation for the cleaning of a range of surfaces as instructed by the tutor as per Learning Outcome 3.</p>	
<p>Skill Demonstration 3</p>	
<p>Apply the correct cleaning methods and procedures for the cleaning of a range of surfaces / areas as instructed by the tutor as per Learning Outcomes 4, 5 and 6.</p>	
<p>Skill Demonstration 4</p>	
<p>Correctly check and rectify cleaning, replenish supplies and materials, dispose of waste, report problems and return equipment to storage on completion of cleaning task and as instructed by tutor as per Learning Outcome 9.</p>	
<p>Skill Demonstration 5</p>	
<p>Complete appropriate documentation when cleaning a public area as per Learning Outcomes 7 and 8 to include: ✓ Checklist to verify attractive presentation of public area,</p>	

✓ Maintenance request form.

11b Assessment - General Information – Public Area Cleaning 3N0574

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1 Explain the basic principles of personal and environmental safety, to include cross contamination, when working with cleaning equipment and agents	Skills Demonstration
2 Identify appropriate cleaning agents and polishes for a range of public area cleaning tasks to stock a house assistant's cleaning trolley	Skills Demonstration
3 Identify the cleaning equipment required to complete public area cleaning tasks	Skills Demonstration
4 Identify the correct work flow specific to public areas	Skills Demonstration
5 Use equipment and attachments appropriate to a range of surfaces to include wood, carpet, marble and granite	Skills Demonstration
6 Use the correct techniques for cleaning a public area including damp dusting, stain removal, floor washing, vacuuming, and polishing	Skills Demonstration
7 Use checklist to verify attractive presentation of public area	Skills Demonstration
8 Complete maintenance request form	Skills Demonstration
9 Return equipment and cleaning agents to correct storage area ready for future use	Skills Demonstration
10 Comply with current safety and hygiene legislation and regulation in personal and supervised working environments.	Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.

Public Area Cleaning 3N0574

Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

Learners will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1 Explain the basic principles of personal and environmental safety, to include cross contamination, when working with cleaning equipment and agents	Did the learner: <ul style="list-style-type: none"> • Demonstrate understanding of how to work in a safe manner • Demonstrate understanding of how to control risks when cleaning a public area • Demonstrate understanding of environmental considerations when cleaning a public area 		
2 Identify appropriate cleaning agents and polishes for a range of public area cleaning tasks to stock a house assistant's cleaning trolley	Did the learner: <ul style="list-style-type: none"> • Appropriately assess the areas to be cleaned • Identify and select the appropriate cleaning materials, agents for the task at hand 		
3 Identify the cleaning equipment required to complete public area cleaning tasks	Did the learner: <ul style="list-style-type: none"> • Identify and select the appropriate equipment and implements for the task at hand 		
4 Identify the correct work flow specific to public areas	Did the learner: <ul style="list-style-type: none"> • Identify and demonstrate the correct work flow for the task at hand 		
5 Use equipment and attachments appropriate to a range of surfaces to include wood, carpet, marble and granite	Did the learner: <ul style="list-style-type: none"> • Use the correct equipment and attachments for the task at hand 		
6 Use the correct techniques for cleaning a public area including damp dusting, stain removal, floor washing, vacuuming, and	Did the learner: <ul style="list-style-type: none"> • Use the correct cleaning methods for the task at hand 		

polishing			
7 Use checklist to verify attractive presentation of public area	Did the learner: <ul style="list-style-type: none"> • Use a checklist to verify adequate completion for the task at hand 		
8 Complete maintenance request form	Did the learner: <ul style="list-style-type: none"> • Complete a maintenance request form • Complete other documentation (e.g., stock checklist) as necessary 		
9 Return equipment and cleaning agents to correct storage area ready for future use	Did the learner: <ul style="list-style-type: none"> • Check cleaning and resources on completion of the task at hand • Dispose of waste appropriately • Return equipment and items in good order 		
10 Comply with current safety and hygiene legislation and regulation in personal and supervised working environments.	Did the learner: <ul style="list-style-type: none"> • Comply with appropriate health and safety procedures and legislation as instructed by the tutor. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____