



Oxford Cambridge and RSA

<b>Unit Title:</b>	<b>Understanding how to clean the home</b>
OCR unit number:	D11
Life and Living Skill Area:	Home management
Level:	Entry 2
Credit value:	2
Guided learning hours:	20

## Unit purpose and aim

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This unit aims to develop the learners understanding of what needs to be cleaned in the home, what is involved in cleaning the home and the equipment needed to undertake these tasks. This relates to cleaning in general and does not relate specifically to any room in the home.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
<b>The Learner will:</b> 1 Know what rooms need to be cleaned in the home	<b>The Learner can:</b> 1.1 Identify rooms that need to be cleaned  1.2 Outline cleaning requirements for specific rooms	Learners use a simple floor plan to identify the rooms they clean/need to be cleaned: Take part in a discussion to find out what learners are responsible for cleaning at home: Make a straightforward list of the rooms to be cleaned, evidence may be written, as pictures or as a verbal/ signed/interpreted list. Rooms they may suggest includes: their room, communal areas e.g. kitchen, living room or bathroom etc.  Learners state their experience of cleaning certain rooms; examples may include dusting furniture, Hoovering, mopping floors, washing dishes, emptying the bins etc. Take part in a discussion to determine what and how people currently clean in their homes. Use floor plan to make a list of things to be cleaned in the selected rooms. Learners to select at least two rooms and provide examples of how

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		they would clean each room, this can be completed verbally, signed written/typed or pictorially.
2 Know how to clean the home safely	<p>2.1 Identify equipment required to clean the home</p> <p>2.2 Identify products used to clean the home</p> <p>2.3 Outline how to use home cleaning equipment safely</p> <p>2.4 State how to use home cleaning products safely</p>	<p>Identify equipment from a list, a catalogue or through accessing a storage cupboard e.g. a vacuum cleaner, mop, mop bucket, dusters etc. Learners may state the different equipment needed for different activities. Learners match equipment to activities using audio clips/audio visual clips/images, qed etc</p> <p>Learners visit a shop/supermarket to find materials/products needed to clean e.g. floors, windows etc. Learners find out what products they have at home to clean the different areas. Learners participate in question and answer activities on which cleaning materials are used to clean the home e.g. washing up liquid to wash dishes, a duster and polish for dusting etc.</p> <p>Learner states safety points to use cleaning equipment safely. Learner identifies safe use of equipment from audio/visual, role play or actual activity observed. Learner responds to question and answer activity on safe items of equipment. E.g. using equipment safely may include: ensuring you don't overstretch cables, you don't overstretch yourself when dusting, using ladders where appropriate to clean high areas, not over filling the mop bucket. Learners could give their responses orally, through a written description in a way that suits the learner e.g. typed, Braille, pictorially etc.</p> <p>Learner states safe cleaning instructions provided or product packs, with support if required. Learner identifies safe use of products from</p>

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		<p>simple instructions provided. Learner participates in question and answer activity or safe use of products. Using cleaning products safely may include using the right amount of cleaning product, not mixing cleaning products, it can also include using protective clothing such as gloves, apron etc</p> <p>The candidate may give their information in the most appropriate mode of communication for themselves e.g.: verbally, pictorially, signed, written/typed, interpreted etc</p>

## Assessment

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This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The candidate may give their information in the most appropriate mode of communication for themselves e.g.: verbally, pictorially, signed, written/typed and interpreted etc. Candidates should select at least two rooms for learning outcome 1.2.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

## Evidence requirements

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The Record of Assessment for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

## Additional information

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Centres must ensure that health and safety procedures are followed in order to ensure that learners are protected from unnecessary risks and danger.