OCR
Oxford Cambridge and RSA

Unit Title:	**Household cleaning**
OCR unit number:	D14
Life and Living Skill Area:	Home Management
Level:	Entry 3
Credit value:	3
Guided learning hours:	30

Unit purpose and aim

The aim of this unit is to enable learners to learn how to use cleaning equipment and products safely and appropriately in the home and thus enhance the learner's independence skills.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will:	**The Learner can:**	
1 Know what needs cleaning	1.1 Identify areas that need cleaning	Learners may identify areas for cleaning such as: the kitchen, bathroom, living room, bedroom etc. This could be through discussion about the areas they clean at home/the different rooms they have at home; as a straightforward list of rooms to that need cleaning or using a floor plan to identify areas.
	1.2 Identify the most important areas for cleaning	Learners should identify the most important areas for cleaning; this can be completed through discussion; making lists, or using the floor plan to highlight important areas. These areas should include kitchen and bathroom areas.
	1.3 Identify cleaning needed in different rooms	Learners will identify the cleaning needed in at least three rooms. Learners explain the different types of cleaning in different rooms eg dusting in a bedroom, cleaning a toilet in a bathroom, cleaning a fridge/cooker in a kitchen etc. This can be recorded through discussion, using images of the different rooms, the cleaning methods, list items on a floor plan etc.

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Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
2 Use equipment for cleaning	2.1 Use equipment appropriate for the task in different situations	Appropriate equipment for tasks could include using a vacuum cleaner to hoover carpets; using a mop and bucket to wash the floors; a duster for dusting. The learner will use equipment to clean rooms with different uses.
	2.2 Use equipment to clean rooms with different uses	Using a mop to mop floors covered in linoleum or tiles in a kitchen, a hoover for carpets in a bedroom, a duster for dusting furniture in a living room etc.
	2.3 Complete the tasks by disposing of waste and putting equipment away	Tasks could include putting rubbish in the bin; pouring dirty water down a drain, storing equipment appropriately, not leaving trailing wires where someone could trip etc.
	2.4 Handle the equipment safely	Learners can demonstrate how to handle equipment safely by using the equipment to clean rooms for example, wearing gloves when mopping up a spillage, not lifting heavy equipment on their own, checking electrical leads for wear and tear etc.
3 Use products for cleaning	3.1 Use products appropriate for the task in different situations	Learners need to be able to use different products for different cleaning activities eg use bathroom cleaner to clean the bathroom with specific cloths; use kitchen cleaner to clean the kitchen; use polish for dusting. Learners can discuss the products they use, visit a supermarket to identify the different products available and select the ones to use or identify materials from a COSHH cupboard.
	3.2 Handle the products safely	Learners can demonstrate how to handle products safely by using products to clean the rooms; explain how they would use products when cleaning. Handling products safely could include wearing protective clothing such as gloves, apron, and face mask, not mixing

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Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		cleaning substances, using the correct amount of cleaning fluid, putting lids or seals back on containers after use etc.
4 Know when to clean	4.1 Outline a cleaning routine for a household	Learners show they can outline a cleaning routine for a household. A cleaning routine could be devised using a floor plan, by creating a pictorial timetable or a straightforward list of days of the week and the tasks to complete on each day and when they are required to take part.

Assessment

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.

Learners may create a document listing the different areas within this unit eg using a floor plan, then having more detailed information for the different rooms with the right cleaning equipment and materials etc, which they can then use after completing the unit to support their independence at home.

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

The Record of Assessment and Evidence 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 and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

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