



Western Cape  
Government

Education

# Annual Teaching Plan



Adapted Curriculum and Assessment Policy Statement  
for Schools of Skills and Schools with Skills Units

## Housekeeping

Year 1, 2, 3 and 4

2013

## **PREFACE TO THE ANNUAL TEACHING PLAN FOR THE SKILLS CURRICULUM**

The Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability. These learners are afforded the opportunity to achieve in areas where they can be successful, such as learning a skill.

The skills curriculum document provides the content and skills to be taught across the four years. It is based on the curriculum as developed with teachers and is aligned to the SAQA qualifications used for skills development in South Africa. This document unpacks the curriculum as an Annual Teaching Plan (ATP) that will act as an exemplar for the sequencing and pacing of your teaching, learning and assessment per term across the four years.

Year One is an orientation year and learners must be exposed to a minimum of two vocational skills so that they can select a skill they will continue from Year Two. The content in Year One could be spread over one or two terms. This will differ from school to school depending on the programme for the year. Where content for Year One is based on one term only, schools must expand on the work to cover two term's workload. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in year one experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners in a School of Skills. It is important that learners are exposed to all the Exit Level Outcomes, Specific Outcomes and Assessment Criteria per selected vocational skill, acknowledging that not all learners will be successful in all of these. The certificate awarded in Year Four will indicate all Exit Level Outcomes and the learner's demonstrated level of competence.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

## **ACKNOWLEDGEMENT**

A special word of appreciation and thanks go to all in the Western Cape Education Department and to the teaching staff in the Schools of Skills whose efforts made this document possible.

# ANNUAL TEACHING PLAN FOR HOUSEKEEPING

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## YEAR 1- ANNUAL TEACHING PLAN

### Orientation to Housekeeping

#### TERM 1

WK	ELO: SO	CONTENT	ACTIVITY
1 - 2	<p><b>ELO 1:</b>  <b>Demonstrate an understanding of factors that contribute towards healthy living.</b></p> <p><b>SO 1:</b>            Explain the basic principles of personal hygiene.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain personal hygiene with examples.</p> <p><b>AC 2:</b> Identify clean and healthy lifestyle habits.</p> <p><b>AC 3:</b> Give an indication of the consequences of poor hygiene and unhealthy habits.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Identification test</li> <li>• Practical demonstration</li> <li>• Project: Design a poster</li> </ul>
3 - 4	<p><b>ELO 2:</b>  <b>Identify security, safety and environmental risks in the local environment.</b></p> <p><b>SO 1:</b>            Identify potential exposures to personal safety risk.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Name the risks associated with tools, appliances and housekeeping equipment.</p> <p><b>AC 2:</b> Discuss issues of personal safety with reference to personal behaviour that could negatively impact on own safety.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Role play</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 2:</b>            Identify potential exposures to fire risks.</p>	<p><b>AC 1:</b> Explain the basic principles of extinguishing a fire and indicate how to remove one of the fire elements in a particular situation.</p> <p><b>AC 2:</b> Identify sources of the heat element and give an indication of how to prevent unsafe use.</p> <p><b>AC 3:</b> Name the safety standards that apply to appliances that use heat sources and give the consequences of careless or negligent use or handling.</p>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Discussion</li> </ul>

5 - 6	<p><b>ELO 3:</b> <b>Maintain a housekeeping service.</b></p> <p><b>SO 1:</b> Maintain a safe housekeeping working environment.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC1:</b> Explain the importance of a safe housekeeping working environment.</p> <p><b>AC 2:</b> Identifies safety features.</p> <p><b>AC 3:</b> Explain how each feature contributes to safety.</p> <p><b>AC4:</b> Demonstrate the use of each of each of the safety features.</p> <p><b>AC 5:</b> Identifies at least three potential risks in the home.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Identification test</li> <li>• Design a brochure about safety.</li> <li>• <b>Assessment task:</b> <b>Practical Demonstration</b></li> </ul>
7 - 8	<p><b>SO 2:</b> Ensure that supplies and equipment are maintained within the housekeeping environment.</p>	<p><b>AC 1:</b> Checks supplies relating to his/her job.</p> <p><b>AC 2:</b> Reports shortages before supplies run out.</p> <p><b>AC 3:</b> Understands why faulty equipment should be reported immediately</p> <p><b>AC 4:</b> Stores, supplies equipment and household items in the correct place.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• <b>Assessment task:</b> <b>Test</b></li> </ul>
	<p><b>ELO 4:</b> <b>Practise good health and grooming habits.</b></p> <p><b>SO 1:</b> Deal with common health conditions to help prevent the spread of illness</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain common unhealthy conditions and give three examples of conditions that pose a risk to the health of others.</p>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Role play</li> </ul>

	<p><b>SO 2:</b> Practise good hygiene habits.</p>	<p><b>AC 1:</b> Understand the importance of good hygiene habits and give examples in terms of practicing good health habits.</p> <p><b>AC 2:</b> Explain reasons for practicing effective hand washing in terms of good health habits.</p>	
	<p><b>SO 3:</b> Practise good grooming and dress habits</p>	<p><b>AC 1:</b> Explain reasons for being well groomed in terms of employer requirements.</p> <p><b>AC 2:</b> Wear clothing that is visibly neat and clean and worn in accordance with good grooming habits.</p> <p><b>AC 3:</b> Wear clothing that is in good repair.</p> <p><b>AC 4:</b> Haircut and hairstyle, use of makeup and jewellery worn, do not interfere with cleaning tasks and reasons for this are explained in safety and good grooming habits.</p> <p>Revision</p>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>
9-10	<b>FORMAL ASSESSMENT TASK</b>		
	<p>1. <b>Demonstration:</b> Healthy Living and Grooming (75%)</p> <p>2. <b>Test:</b> Healthy Living and Grooming (25%)</p>		

**YEAR 1- ANNUAL TEACHING PLAN**

**TERM 2**

WK	ELO: SO	CONTENT	ACTIVITY
1 - 2	<p><b>ELO 6:</b>  <b>Use chemicals in the cleaning services environment.</b></p> <p><b>SO 4:</b>            Demonstrate an understanding of correct handling cleaning chemicals.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the use of correct personal protective equipment when handling chemicals in accordance with basic cleaning principles.</p> <p><b>AC 2:</b> Explain the reason for chemical containers to be labelled correctly in accordance with General Safety Regulations, basic cleaning principals and manufactures' instructions.</p> <p><b>AC 3:</b> Explain the interpretation of danger symbols on labels and give two examples accordance with General Safety Regulations and manufacturers' instructions.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Test</li> <li>• Practical demonstration</li> <li>• Written activity</li> </ul>
3	<p><b>ELO7:</b>  <b>Clean Kitchens</b></p> <p><b>SO 1:</b>            Understand kitchen hygiene Principles.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the reason for practicing good hygiene in kitchens in terms of the impact on food, the environment and the health of people.</p> <p><b>AC 2:</b> Describe unhygienic conditions in kitchens with three examples and a description of their impact on the environment and the health of people.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written activity</li> </ul>

	<p><b>SO 2:</b> Plan and prepare for cleaning kitchens.</p>	<p><b>AC 1:</b> Explain personal protective equipment.</p> <p><b>AC 2:</b> Identify kitchen items to be cleaned and the method of cleaning each surface in accordance with the scope of work, cleaning specification and basic cleaning principles.</p> <p><b>AC 3:</b> Identify the correct cleaning process for each item and surface in accordance with basic cleaning principles.</p> <p><b>AC 4:</b> Establish and explain the order in which the cleaning of glassware, cutlery and crockery, serving dishes and cooking utensils is performed in accordance with worksite procedure and basic cleaning principles.</p> <p><b>AC 5:</b> Identify the correct chemical, consumables and equipment for selected tasks.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment task:</b> <b>Practical demonstration</b></li> <li><b>Plan and clean a variety of six items.</b></li> </ul>
3-4	<p><b>SO 3:</b> Clean kitchens</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Clean kitchen item and surfaces systematically.</p> <p><b>AC 2:</b> Store dry, cleaned items.</p> <p><b>AC 3:</b> Collect and dispose waste and litter.</p> <p><b>AC 4:</b> Store cleaned items in the correct positions and explain the reasons for doing so.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Checklist</li> </ul>

	<p><b>SO 4:</b> Perform end of task procedures after cleaning kitchens.</p>	<p><b>AC 1:</b> Check all cleaned kitchen items and surfaces and explain the reasons for doing so.</p> <p><b>AC 2:</b> Remove and store all cleaned equipment , consumables and chemicals used for cleaning kitchens.</p> <p><b>AC 3:</b> Dispose of all waste generated during the cleaning of kitchens in accordance with environmental principles.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Discussion</li> </ul>
5 - 6	<p><b>ELO 8:</b> <b>Clean toilets and bathrooms.</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning toilets and bathrooms.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Use personal protective equipment</p> <p><b>AC 2:</b> Explain the use of personal protective equipment in terms of General Safety Regulations.</p> <p><b>AC 3:</b> Identify toilets and bathrooms to be cleaned with the scope of work, access and the cleaning specifications.</p> <p><b>AC 4:</b> Identify the correct cleaning process for each surface in the toilet and /or bathroom to be cleaned and the reasons for the choice of cleaning process.</p> <p><b>AC 5:</b> Select the correct equipment, consumables and chemicals to clean each surface in the toilet and or bathroom.</p> <p><b>AC 6:</b> Use a knock and enter procedure when cleaning toilets and bathrooms and the explain the reasons for following this entry procedure.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Practical demonstration</li> <li>• Check list</li> </ul>

7	<b>SO 2:</b> Clean toilets.	<i>The learner must be able to:</i>  <b>AC 2:</b> Explain the reasons why the toilets must be flushed and free from waste before cleaning in terms of basic cleaning principles.  <b>AC 3:</b> Pre-treat removable spots and dirt with a chemical and explain the reasons why.  <b>AC 4:</b> Clean the toilet  <b>AC 5:</b> Replenish toilet consumables.	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Group discussion</li> <li>• Practical demonstration</li> <li>• Check list</li> </ul>
	<b>SO 3:</b> Clean bathrooms.	<b>AC 2:</b> Clean the bathroom in accordance with basic cleaning principles.  <b>AC 4:</b> Replenish bathroom consumables.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
7 - 8	<b>ELO 9:</b> <b>Clean above floor surface.</b>  <b>SO 1:</b> Plan and prepare for cleaning above floor surfaces.	<i>The learner must be able to:</i>  <b>AC 1:</b> Use personal protective clothing  <b>AC 2:</b> Explain the use of personal protective clothing.  <b>AC 3:</b> Identify the above surfaces to be cleaned.  <b>AC 4:</b> Identify the correct cleaning process for each surface.  <b>AC 5:</b> Select the correct equipment , consumables and chemicals for the tasks.	<ul style="list-style-type: none"> <li>• <b>Assessment task: Demonstration</b></li> </ul>

	<p><b>SO 2:</b> Clean above the floor surfaces. (A variety of at least four)</p>	<p><b>AC 1:</b> Explain the reasons why electronic equipment should not be unplugged before establishing that it is safe to do so.</p> <p><b>AC 2:</b> Clean the above the floor surfaces in accordance with basic cleaning principles.</p> <p><b>AC 3:</b> Explain the hygienic reasons for paying special attention to cleaning hand contact surfaces in terms of cross contamination.</p> <p><b>AC 4:</b> Explain the reasons why cleaned items are left and replaced in their correct positions according to the cleaning specifications.</p> <p><b>AC 5:</b> Dispose of all waste generated during the cleaning of above the floor surfaces in accordance with environmental principles.</p> <p><b>AC 6:</b> Remove and store all equipment, consumables and chemicals used for cleaning.</p>	
9-10	<p><b>FORMAL ASSESSMENT TASK</b></p> <p><b>1. Demonstration:</b> Cleaning (75%)</p> <p><b>2. Test:</b> Cleaning (25%)</p>		

## YEAR 2- ANNUAL TEACHING PLAN

### TERM 1

WK	ELO: SO	CONTENT	ACTIVITY
1 - 2	<p><b>ELO 1:</b>  <b>Demonstrate an understanding of factors that contribute towards healthy living.</b></p> <p><b>SO 1:</b>            Explain the basic principles of personal hygiene.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain personal hygiene with examples.</p> <p><b>AC 2:</b> Identify clean and healthy lifestyle habits.</p> <p><b>AC 3:</b> Give an indication of the consequences of poor hygiene and unhealthy habits.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Identification test</li> <li>• Practical demonstration</li> <li>• Project: Design a poster</li> </ul>
3 - 4	<p><b>ELO 2:</b>  <b>Identify security, safety and environmental risks in the local environment.</b></p> <p><b>SO 1:</b>            Identify potential exposures to personal safety risk.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Name the risks associated with tools, appliances and housekeeping equipment.</p> <p><b>AC 2:</b> Discuss issues of personal safety with reference to personal behaviour that could negatively impact on own safety.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Role play</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 2:</b>            Identify potential exposures to fire risks.</p>	<p><b>AC 1:</b> Explain the basic principles of extinguishing a fire and indicate how to remove one of the fire elements in a particular situation.</p> <p><b>AC 2:</b> Identify sources of the heat element and give an indication of how to prevent unsafe use.</p> <p><b>AC 3:</b> Name the safety standards that apply to appliances that use heat sources and give the consequences of careless or negligent use or handling.</p>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Discussion</li> </ul>

5 - 6	<p><b>ELO 3:</b> <b>Maintain a housekeeping service.</b></p> <p><b>SO 1:</b> Maintain a safe housekeeping working environment.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC1:</b> Explain the importance of a safe housekeeping working environment.</p> <p><b>AC 2:</b> Identifies safety features.</p> <p><b>AC 3:</b> Explain how each feature contributes to safety.</p> <p><b>AC4:</b> Demonstrate the use of each of each of the safety features.</p> <p><b>AC 5:</b> Identifies at least three potential risks in the home.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Identification test</li> <li>• Design a brochure about safety.</li> <li>• <b>Assessment task:</b> <b>Practical Demonstration</b></li> </ul>
7 - 8	<p><b>SO 2:</b> Ensure that supplies and equipment are maintained within the housekeeping environment.</p>	<p><b>AC 1:</b> Checks supplies relating to his/her job.</p> <p><b>AC 2:</b> Reports shortages before supplies run out.</p> <p><b>AC 3:</b> Understands why faulty equipment should be reported immediately</p> <p><b>AC 4:</b> Stores, supplies equipment and household items in the correct place.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• <b>Assessment task:</b> <b>Test</b></li> </ul>
	<p><b>ELO 4:</b> <b>Practise good health and grooming habits.</b></p> <p><b>SO 1:</b> Deal with common health conditions to help prevent the spread of illness</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain common unhealthy conditions and give three examples of conditions that pose a risk to the health of others.</p>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Role play</li> </ul>

	<p><b>SO 2:</b> Practise good hygiene habits.</p>	<p><b>AC 1:</b> Understand the importance of good hygiene habits and give examples in terms of practicing good health habits.</p> <p><b>AC 2:</b> Explain reasons for practicing effective hand washing in terms of good health habits.</p>	
	<p><b>SO 3:</b> Practise good grooming and dress habits</p>	<p><b>AC 1:</b> Explain reasons for being well groomed in terms of employer requirements.</p> <p><b>AC 2:</b> Wear clothing that is visibly neat and clean and worn in accordance with good grooming habits.</p> <p><b>AC 3:</b> Wear clothing that is in good repair.</p> <p><b>AC 4:</b> Haircut and hairstyle, use of makeup and jewellery worn, do not interfere with cleaning tasks and reasons for this are explained in safety and good grooming habits.</p> <p>Revision</p>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>
9-10	<b>FORMAL ASSESSMENT TASK</b>		
	<p>1. <b>Demonstration:</b> Healthy Living and Grooming (75%)</p> <p>2. <b>Test:</b> Healthy Living and Grooming (25%)</p>		

**YEAR 2- ANNUAL TEACHING PLAN**

**TERM 2**

<b>WK</b>	<b>ELO: SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1 - 2	<p><b>ELO 6:</b>  <b>Use chemicals in the cleaning services environment.</b></p> <p><b>SO 4:</b>            Demonstrate an understanding of correct handling cleaning chemicals.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the use of correct personal protective equipment when handling chemicals in accordance with basic cleaning principles.</p> <p><b>AC 2:</b> Explain the reason for chemical containers to be labelled correctly in accordance with General Safety Regulations, basic cleaning principals and manufactures' instructions.</p> <p><b>AC 3:</b> Explain the interpretation of danger symbols on labels and give two examples accordance with General Safety Regulations and manufacturers' instructions.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Test</li> <li>• Practical demonstration</li> <li>• Written activity</li> </ul>
3	<p><b>ELO7:</b>  <b>Clean Kitchens</b></p> <p><b>SO 1:</b>            Understand kitchen hygiene Principles.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the reason for practicing good hygiene in kitchens in terms of the impact on food, the environment and the health of people.</p> <p><b>AC 2:</b> Describe unhygienic conditions in kitchens with three examples and a description of their impact on the environment and the health of people.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written activity</li> </ul>

	<p><b>SO 2:</b> Plan and prepare for cleaning kitchens.</p>	<p><b>AC 1:</b> Explain personal protective equipment.</p> <p><b>AC 2:</b> Identify kitchen items to be cleaned and the method of cleaning each surface in accordance with the scope of work, cleaning specification and basic cleaning principles.</p> <p><b>AC 3:</b> Identify the correct cleaning process for each item and surface in accordance with basic cleaning principles.</p> <p><b>AC 4:</b> Establish and explain the order in which the cleaning of glassware, cutlery and crockery, serving dishes and cooking utensils is performed in accordance with worksite procedure and basic cleaning principles.</p> <p><b>AC 5:</b> Identify the correct chemical, consumables and equipment for selected tasks.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment task:</b> <b>Practical demonstration</b></li> <li><b>Plan and clean a variety of six items.</b></li> </ul>
3-4	<p><b>SO 3:</b> Clean kitchens</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Clean kitchen item and surfaces systematically.</p> <p><b>AC 2:</b> Store dry, cleaned items.</p> <p><b>AC 3:</b> Collect and dispose waste and litter.</p> <p><b>AC 4:</b> Store cleaned items in the correct positions and explain the reasons for doing so.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Checklist</li> </ul>

	<p><b>SO 4:</b> Perform end of task procedures after cleaning kitchens.</p>	<p><b>AC 1:</b> Check all cleaned kitchen items and surfaces and explain the reasons for doing so.</p> <p><b>AC 2:</b> Remove and store all cleaned equipment , consumables and chemicals used for cleaning kitchens.</p> <p><b>AC 3:</b> Dispose of all waste generated during the cleaning of kitchens in accordance with environmental principles.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Discussion</li> </ul>
5 - 6	<p><b>ELO 8:</b> <b>Clean toilets and bathrooms.</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning toilets and bathrooms.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Use personal protective equipment</p> <p><b>AC 2:</b> Explain the use of personal protective equipment in terms of General Safety Regulations.</p> <p><b>AC 3:</b> Identify toilets and bathrooms to be cleaned with the scope of work, access and the cleaning specifications.</p> <p><b>AC 4:</b> Identify the correct cleaning process for each surface in the toilet and /or bathroom to be cleaned and the reasons for the choice of cleaning process.</p> <p><b>AC 5:</b> Select the correct equipment, consumables and chemicals to clean each surface in the toilet and or bathroom.</p> <p><b>AC 6:</b> Use a knock and enter procedure when cleaning toilets and bathrooms and the explain the reasons for following this entry procedure.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Practical demonstration</li> <li>• Check list</li> </ul>

7	<b>SO 2:</b> Clean toilets.	<i>The learner must be able to:</i>  <b>AC 2:</b> Explain the reasons why the toilets must be flushed and free from waste before cleaning in terms of basic cleaning principles.  <b>AC 3:</b> Pre-treat removable spots and dirt with a chemical and explain the reasons why.  <b>AC 4:</b> Clean the toilet  <b>AC 5:</b> Replenish toilet consumables.	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Group discussion</li> <li>• Practical demonstration</li> <li>• Check list</li> </ul>
	<b>SO 3:</b> Clean bathrooms.	<b>AC 2:</b> Clean the bathroom in accordance with basic cleaning principles.  <b>AC 4:</b> Replenish bathroom consumables.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
7 - 8	<b>ELO 9:</b> <b>Clean above floor surface.</b>  <b>SO 1:</b> Plan and prepare for cleaning above floor surfaces.	<i>The learner must be able to:</i>  <b>AC 1:</b> Use personal protective clothing  <b>AC 2:</b> Explain the use of personal protective clothing.  <b>AC 3:</b> Identify the above surfaces to be cleaned.  <b>AC 4:</b> Identify the correct cleaning process for each surface.  <b>AC 5:</b> Select the correct equipment , consumables and chemicals for the tasks.	<ul style="list-style-type: none"> <li>• <b>Assessment task: Demonstration</b></li> </ul>

	<p><b>SO 2:</b> Clean above the floor surfaces. (A variety of at least four)</p>	<p><b>AC 1:</b> Explain the reasons why electronic equipment should not be unplugged before establishing that it is safe to do so.</p> <p><b>AC 2:</b> Clean the above the floor surfaces in accordance with basic cleaning principles.</p> <p><b>AC 3:</b> Explain the hygienic reasons for paying special attention to cleaning hand contact surfaces in terms of cross contamination.</p> <p><b>AC 4:</b> Explain the reasons why cleaned items are left and replaced in their correct positions according to the cleaning specifications.</p> <p><b>AC 5:</b> Dispose of all waste generated during the cleaning of above the floor surfaces in accordance with environmental principles.</p> <p><b>AC 6:</b> Remove and store all equipment, consumables and chemicals used for cleaning.</p>	
9-10	<p><b>FORMAL ASSESSMENT TASK</b></p> <p>1. <b>Demonstration:</b> Cleaning (75%) 2. <b>Test:</b> Cleaning (25%)</p>		

**YEAR 2- ANNUAL TEACHING PLAN**

**TERM 3**

<b>WK</b>	<b>ELO: SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1 - 2	<p><b>ELO 10:</b> Clean floors in housekeeping environment.</p> <p><b>SO 1:</b> Prepare to clean floors.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify the floor type to be cleaned.</p> <p><b>AC 2:</b> Describe the cleaning process.</p> <p><b>AC 4:</b> Explain the importance of selecting the correct equipment.</p> <p><b>AC 6:</b> Collect litter.</p> <p><b>AC 7:</b> Explain why s/he has to pick up litter before cleaning the floor.</p> <p><b>AC 8:</b> Explain the importance for cleaning at a certain time and manner.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical demonstration</li> <li>• Quiz</li> </ul>
	<p><b>SO 2:</b> Sweep the floor using a broom.</p>	<p><b>AC 1:</b> Sweep the floor systematically.</p> <p><b>AC 2:</b> Explain why dirt is swept to a specific point for removal.</p>	
3	<p><b>SO 3:</b> Vacuum clean floors.</p>	<p><b>AC 1:</b> Plan the vacuum procedure for the area.</p> <p><b>AC 2:</b> Explain how the vacuum procedure was planned.</p> <p><b>AC 3:</b> Explain the litter that can block or damage a vacuum cleaner.</p> <p><b>AC 4:</b> Explain how blockages in the vacuum cleaner can be identified and cleaned.</p>	

	<p><b>SO 4:</b> Wet mop floors.</p>	<p><b>AC 1:</b> Explain the reasons for sweeping before wet mopping.</p> <p><b>AC 2:</b> Select the correct chemical according to the floor type.</p> <p><b>AC 3:</b> Explain the importance of choosing the correct chemical.</p> <p><b>AC 4:</b> Prepare the mopping cleaning solution at the correct concentration according to instructions.</p> <p><b>AC 5:</b> Explain what can happen if the cleaning solution is not mixed to the correct concentration.</p> <p><b>AC 6:</b> Identify floors that should not be wet mopped.</p> <p><b>AC 7:</b> Explain the method used for the specific mop type.</p> <p><b>AC 8:</b> Does not soil skirting boards, baseboards or carpeted areas next to the floors being mopped.</p> <p><b>AC 9:</b> Explain the reasons for not soil skirting boards, baseboards and carpeted areas.</p> <p><b>AC 10:</b> Explain what to do if someone slips and falls on a wet floor.</p> <p><b>AC 11:</b> Wet mop floors.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 5:</b> Perform end of task procedure.</p>	<p><b>AC 1:</b> Dispose of the dirt and or dirty solution according to environmental principles.</p> <p><b>AC 2:</b> Cleans, dries and stores equipment.</p> <p><b>AC 3:</b> Stores chemical safely.</p>	

4	<p><b>ELO 11:</b> <b>Clean windows.</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning windows.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the reasons for using protective equipment in terms of General Safety Regulations.</p> <p><b>AC 2:</b> Identify the windows to be cleaned in terms of the scope of work.</p> <p><b>AC 3:</b> Identify the correct cleaning process for windows and give reasons for the choice of cleaning process in relation to basic cleaning principles.</p> <p><b>AC 4:</b> Select the correct equipment, consumables and chemicals for window cleaning and explain the reasons for the selection in terms of work to be done.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical demonstration</li> <li>• Quiz</li> </ul>
	<p><b>SO 2:</b> Clean windows</p>	<p><b>AC 1:</b> Check windows, frames and latches before cleaning.</p> <p><b>AC 2:</b> Explain the reasons for checking for damage and reporting it with the focus on consequences for not doing it.</p> <p><b>AC 3:</b> Prepare windows and glass for cleaning.</p> <p><b>AC 4:</b> Clean each window, frame and ledge.</p>	
	<p><b>SO 3:</b> Perform end of task procedures after cleaning windows.</p>	<p><b>AC 1:</b> Check all windows cleaned in accordance with basic cleaning principles.</p> <p><b>AC 2:</b> Dispose of all waste generated during the cleaning of windows in accordance with environmental principles.</p> <p><b>AC 3:</b> Remove, clean and store all equipment, ladders, consumables and chemicals used for cleaning windows.</p>	

<p>5 - 6</p>	<p><b>ELO 12:</b> <b>Receive, sort and make up loads for items to be laundered.</b></p> <p><b>SO 1:</b> Describe the factors that influence the laundry sorting processes.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the factors that influence the sorting process in terms of their impact on the sorting process.</p> <p><b>AC 2:</b> Explain the care labels and symbols on laundry in terms of precautions or procedures required during the laundry process.</p> <p><b>AC 3:</b> Describe the types of fibres and fabrics in terms of their reaction to the laundry process and suitability for laundry and or dry cleaning.</p> <p><b>AC 4:</b> Describe the types of stain and soiling in terms of the cleaning method, contamination risks and action to be taken in dealing with them.</p> <p><b>AC 5:</b> Describe the types of trims and accessories in terms of action to be taken during the laundering and or dry cleaning process.</p>	<ul style="list-style-type: none"> <li>• Written activity</li> <li>• Group discussion</li>   <li>• Project: Design own booklet about labels and interpret the information on the labels/and or different fabrics</li> </ul>
	<p><b>SO 2:</b> Receive items to be laundered.</p>	<p><b>AC 1:</b> Receive soiled items to be laundered from relevant parties.</p> <p><b>AC 2:</b> Record the condition of items received, customers details and requirements using the correct documentation.</p> <p><b>AC 3:</b> Record the items received.</p> <p><b>AC 4:</b> Advise customers about the factors that will influence the cleaning outcome and process.</p>	<ul style="list-style-type: none"> <li>• Discussion</li>   <li>• Practical demonstration</li>   <li>• Design and make poster</li> </ul>

	<p><b>SO 3:</b> Prepare items for laundering.</p>	<p><b>AC 1:</b> Use Personal Protective Equipment(PPE).</p> <p><b>AC 2:</b> Handle contaminated textiles and clothing in terms of good health and safety practice in the laundry environment.</p> <p><b>AC 3:</b> Batch the items which require pre-wash stain removal or other specialised treatment.</p> <p><b>AC 4:</b> Make up loads taking types of fabric, cleaning process, machine capacity into account.</p> <p><b>AC 6:</b> Protect laundry items from hazards, damage and theft.</p>	
7 - 8	<p><b>ELO 13:</b> <b>Wash items in a laundry.</b></p> <p><b>SO 2:</b> Prepare to wash different textile items.</p>	<p><b>The learner must be able to:</b></p> <p><b>AC 1:</b> Sort items.</p> <p><b>AC 2:</b> Explain why s/he has to sort items.</p> <p><b>AC 3:</b> Identify marks, spots and dirt on Textiles.</p> <p><b>AC 5:</b> Prepare a washing machine.</p> <p><b>AC 6:</b> Explain why he/she has to identify marks, spots and dirt on textiles.</p> <p><b>AC 7:</b> Decants the correct amount of washing powder and /or softener.</p> <p><b>AC 8:</b> Explain why he/she has to decant the correct amount of washing agent and /or softener.</p> <p><b>AC 9:</b> Pre-treats, pre-soak, and or pre-washes textile items.</p> <p><b>AC 10:</b> Explain why she has to pre-treat, pre-soak and /or pre-wash textile items.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Group discussion</li>   <li>• Written activity</li> <li>•</li> </ul>

<b>FORMAL ASSESSMENT TASK</b>	
<b>9-10</b>	<b>1. Demonstration:</b> Laundry (75%) <b>2. Test:</b> Cleaning (25%)

**YEAR 2- ANNUAL TEACHING PLAN**

**TERM 4**

WK	ELO: SO	CONTENT	ACTIVITY
1 - 2	<p><b>ELO 14:</b> Wash laundry items using conventional washing machines and washer extractors.</p> <p><b>SO 1:</b> Plan and prepare to wash a laundry batch.</p>	<p><b>The learner must be able to:</b></p> <p><b>AC 1:</b> Interpret the care labels and symbols on laundry items, stating the impact on the washing process.</p> <p><b>AC 3:</b> Prepare laundry machine in accordance with laundry to be washed.</p>	
	<p><b>SO 2:</b> Wash laundry items.</p>	<p><b>AC 1:</b> Load washing machine with items to be washed according to manufacturer's weight load instructions and the type of articles to be processed.</p> <p><b>AC 2:</b> Choose the correct programme for each washing machine used.</p> <p><b>AC 3:</b> Operate washing machine in accordance with manufacturer's instructions.</p> <p><b>AC 4:</b> Control manual operated wash processes to ensure optimal performance and operator safety.</p>	

<b>3</b>	<p><b>ELO 15:</b> <b>Describe the principles of the laundry process.</b></p> <p><b>SO 1:</b> Identify items used in the laundered process.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain care labels and symbols on items to be laundered using manufacturer's instructions.</p>	<ul style="list-style-type: none"> <li>• Oral discussion</li> <li>• Role play</li> </ul>
	<p><b>SO 4:</b> Describe the essential components required in the washing process.</p>	<p><b>AC 1:</b> List the five essential components in terms of requirements for the washing process.</p> <p><b>AC2:</b> Describe the use of water during the wash process in terms of the amount, the quality and the hardness of the water.</p> <p><b>AC 3:</b> Describe the effect of time on the wash and rinse process.</p> <p><b>AC 4:</b> Describe the effect of temperature during the wash process in terms of the type of soiling, thermal disinfection to be achieved and bleach rinse.</p>	
	<p><b>SO 5:</b> Describe the drying process.</p>	<p><b>AC 1:</b> List the basic principle of the drying process.</p> <p><b>AC 2:</b> List the types of tumble dryers.</p> <p><b>AC 3:</b> Explain the performance of a tumble dryer in terms of filters, fans the air flow, correct loading and a well-sealed tumble dryer.</p>	

4	<p><b>ELO 16:</b> Describe the impact of good health, safety and security practices in a laundry environment.</p> <p><b>SO 3:</b> Explain ways of dealing with emergency incidents affecting health, safety and security in a laundry environment.</p>	<p><b>AC 1:</b> List emergency incidents in a laundry environment in terms of their root causes.</p> <p><b>AC 2:</b> Explain procedures to deal with emergency incidents in terms of the worksite procedure and Occupational health and Safety legislation.</p> <p><b>AC 3:</b> List equipment and infrastructure required to deal with incidents affecting health, safety and security in a workplace and describe the locations.</p> <p><b>AC 4:</b> Explain actions to be taken in an emergency incident.</p>	
5 – 6	<p><b>ELO 17:</b> Iron and press laundered items.</p> <p><b>SO 1:</b> Prepare for ironing.</p> <p><b>SO 2:</b> Iron and/ or press items.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Check ironing and pressing equipment for cleanliness and visible damage.</p> <p><b>AC 2:</b> Explain why it is necessary to check the equipment.</p> <p><b>AC 7:</b> Check the items for spots, stains and visible cleanliness.</p> <p><b>AC 8:</b> Explain why items are checked.</p> <p><b>AC 9:</b> Sort items according to ironing and /or pressing temperature requirements.</p> <p><b>AC 10:</b> Explain why it is important to sort the items according to temperature requirements.</p> <p><b>AC 1:</b> Iron and /or press items according to worksite and safety procedure.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment task:</b> <b>Practical demonstration</b></li> <li>• Oral discussion</li> </ul>

	<b>SO 3:</b> Pack ironed and /or pressed things.	<b>AC 1:</b> Checks all items for ironing and pressing quality. <b>AC 3:</b> Pack items.	
7 - 8	<b>ELO 18:</b> <b>Finish and store pressed and ironed items.</b>  <b>SO 1:</b> Check the quality of the pressed and ironed items.	<b>AC 1:</b> Check the items for spots overall cleanliness and the quality of pressing and ironing. <b>AC 2:</b> Explain the reason for checking the quality of pressing and ironing. <b>AC 3:</b> Report damage items. <b>AC 4:</b> Identify to whom items must be reported.	
	<b>SO 2:</b> Fold and /or prepare pressed and ironed items for storing.	<b>AC 1:</b> Folds and /or prepare items.	
	<b>SO 3:</b> Store pressed and ironed items for dispatch.	<b>AC 1:</b> Store the pressed and ironed items. <b>AC 3:</b> Adheres to safety rules during the storing of pressed and ironed items.	
	<b>SO 4:</b> Keep the storage area tidy and secured.	<b>AC 1:</b> Keep the store clean and tidy. <b>AC 2:</b> Explain the reasons for keeping storage areas clean and tidy. <b>AC 3:</b> Closes and locks the store from unauthorised entrance.	
	<b>FORMAL ASSESSMENT TASK</b>		
9-10	<b>1. Demonstration:</b> Laundry (75%) <b>2. Test:</b> Laundry (25%)		

## YEAR 3- ANNUAL TEACHING PLAN

### TERM 1

WK	ELO: SO	CONTENT	ACTIVITY
1 - 2	<p><b>ELO 1:</b>  <b>Demonstrate an understanding of factors that contribute towards healthy living.</b></p> <p><b>SO 1:</b>            Explain the basic principles of personal hygiene.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain personal hygiene with examples.</p> <p><b>AC 2:</b> Identify clean and healthy lifestyle habits.</p> <p><b>AC 3:</b> Give an indication of the consequences of poor hygiene and unhealthy habits.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Identification test</li> <li>• Practical demonstration</li> <li>• Project: Design a poster</li> </ul>
3	<p><b>ELO 2:</b>  <b>Identify security, safety and environmental risks in the local environment.</b></p> <p><b>SO 1:</b>            Identify potential exposures to personal safety risk.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Name the risks associated with tools, appliances and housekeeping equipment.</p> <p><b>AC 1:</b> Give an indication of the possible personal exposures associated with three of each category.</p> <p><b>AC 2:</b> Discuss issues of personal safety with reference to personal behaviour that could negatively impact on own safety.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Role play</li> <li>• Practical demonstration</li> </ul>
4	<p><b>SO 2:</b>            Identify potential exposures to fire risks.</p>	<p><b>AC 1:</b> Explain the basic principles of extinguishing a fire and indicate how to remove one of the fire elements in a particular situation.</p> <p><b>AC 2:</b> Identify sources of the heat element and give an indication of how to prevent unsafe use.</p> <p><b>AC 3:</b> Name the safety standards that apply to appliances that use heat sources and give the consequences of careless or negligent use or handling.</p>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Discussion</li> </ul>

5	<p><b>ELO 3:</b> <b>Maintain a housekeeping service.</b></p> <p><b>SO 1:</b> Maintain a safe housekeeping working environment.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC1:</b> Explain the importance of a safe housekeeping working environment.</p> <p><b>AC 2:</b> Identifies safety features.</p> <p><b>AC 3:</b> Explain how each feature contributes to safety.</p> <p><b>AC4:</b> Demonstrate the use of each of the safety features.</p> <p><b>AC 5:</b> Identifies at least three potential risks in the home.</p> <p><b>AC 6:</b> Explain how each of the above-mentioned risk situations can be prevented.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Identification test</li> <li>• Design a brochure about safety.</li> <li>• <b>Assessment task:</b> <b>Practical Demonstration</b></li> </ul>
6	<p><b>SO 2:</b> Ensure that supplies and equipment are maintained within the housekeeping environment.</p>	<p><b>AC 1:</b> Checks supplies relating to his/her job.</p> <p><b>AC 2:</b> Reports shortages before supplies run out.</p> <p><b>AC 3:</b> Understands why faulty equipment should be reported immediately</p> <p><b>AC 4:</b> Stores ,supplies equipment and household items in the correct place.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• <b>Assessment task:</b> <b>Test</b></li> </ul>
7 - 8	<p><b>ELO 4:</b> <b>Practise good health and grooming habits.</b></p> <p><b>SO 1:</b> Deal with common health conditions to help prevent the spread of illness.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain common unhealthy conditions and give three examples of conditions that pose a risk to the health of others.</p>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Role play</li> </ul>

	<p><b>SO 2:</b> Practise good hygiene habits.</p>	<p><b>AC 1:</b> Understand the importance of good hygiene habits and give examples in terms of practicing good health habits.</p> <p><b>AC 2:</b> Explain reasons for practicing effective hand washing in terms of good health habits.</p> <p><b>AC 3:</b> Describe unhygienic habits and give examples of unacceptable habits.</p>	
	<p><b>SO 3:</b> Practise good grooming and dress habits.</p>	<p><b>AC 1:</b> Explain reasons for being well groomed in terms of employer requirements.</p> <p><b>AC 2:</b> Wear clothing that is visibly neat and clean and worn in accordance with good grooming habits.</p> <p><b>AC 3:</b> Wear clothing that is in good repair.</p> <p><b>AC 4:</b> Haircut and hairstyle, use of makeup and jewellery worn, do not interfere with cleaning tasks and reasons for this are explained in safety and good grooming habits.</p> <p>Revision</p>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>
9-10	<b>FORMAL ASSESSMENT TASK</b>		
	<p>1. <b>Demonstration:</b> Healthy Living and Grooming (75%)  2. <b>Test:</b> Healthy Living and Grooming (25%)</p>		

**YEAR 3- ANNUAL TEACHING PLAN**

**TERM 2**

<b>WK</b>	<b>ELO : SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1 - 2	<p><b>ELO 5:</b> <b>Understand basic cleaning principles.</b></p> <p><b>SO 1:</b> Describe the purpose of organisations operating in the cleaning services industry.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain reasons for cleaning areas and the items used by people in terms of being in a clean environment.</p> <p><b>AC 2:</b> Explain the cleaning services industry in terms of basic business principles and the opportunity to provide cleaning services commercially.</p> <p><b>AC 3:</b> Identify cleaning services that can be provided in the cleaning services industry and describe the activities of three in terms of commercial opportunity and basic business principles.</p> <p><b>AC 4:</b> Explain the need for people in an organisation providing cleaning services to be effective in performing cleaning tasks in terms of providing customer service and basic business principles.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Test</li> <li>• Research</li> <li>• Written activity</li> </ul>
3-4	<p><b>SO 2:</b> Describe the essential components required for any cleaning task in a cleaning service environment</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the five essential components of cleaning in terms of requirements to perform a cleaning task in a cleaning service environment.</p> <p><b>AC 2:</b> Explain the purpose and activities of staff employed in the cleaning industry with reference to the importance of communication ,team work, productivity, quality awareness and customer service.</p> <p><b>AC 3:</b> Explain the term 'equipment' and give three examples within a cleaning services environment.</p>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Discussion</li> <li>• Written activity</li> <li>• Design a poster</li> </ul>

		<p><b>AC 4:</b> Explain the term 'consumable' and give examples within a cleaning services environment.</p> <p><b>AC 5:</b> Explain the term 'cleaning chemical' and list examples within a cleaning services environment.</p> <p><b>AC 6:</b> Explain the term 'time management' within a cleaning service environment.</p>	
5 - 6	<p><b>SO 3:</b> Understand the principles of planning and preparing for a cleaning task.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain reasons for planning and preparing for a task in terms of the essential components required for any cleaning tasks in a cleaning service environment.</p> <p><b>AC 2:</b> Explain the need to meet the customer's requirements when planning and preparing for a task.</p> <p><b>AC 3:</b> The importance of planning and keeping to a plan is explained in terms of the successful completion of a cleaning task and customer service.</p> <p><b>AC 4:</b> Explain the need to be aware of safety requirements when planning and preparing for a cleaning task.</p> <p><b>AC 5:</b> Explain the importance of choosing the correct equipment, consumables and chemicals in terms of the successful completion of cleaning task.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Written activity-planning of a cleaning task</li> <li>• Role-play</li> <li>• Practical demonstration</li> <li>• Written activity</li> <li>• <b>Assessment task: Test</b></li> </ul>
7 - 8	<p><b>SO 4:</b> Understand the principles of cleaning.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the basic principles of cleaning in accordance with industry best practice.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Test</li> </ul>

		<p><b>AC 2:</b> Explain the reasons for applying basic cleaning principles in terms of the successful completion of the task.</p> <p><b>AC 3:</b> Explain the reasons for doing a cleaning task correctly first time every time in terms of basic business principles and customer service.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment task: Practical demonstration</b></li> </ul>
9	<p><b>SO 5:</b> Understand the principles of performing end of task procedures after cleaning.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the list the end of task principles in accordance with industry best practice.</p> <p><b>AC 2:</b> Explain the reasons for checking surfaces or items cleaned in terms of quality awareness and customer satisfaction.</p> <p><b>AC 3:</b> Identify types of waste and explain the reasons for disposing of each type of waste correctly in accordance with environmental principles.</p> <p><b>AC 4:</b> Explain reasons for removing, cleaning, checking and storing equipment consumables and chemicals after use in terms of health, safety, security and longevity.</p> <p><b>AC 5:</b> Explain reasons for reporting damaged or faulty equipment in terms of productivity and customer service.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written activity</li> <li>• Project recycling</li> <li>• <b>Assessment task: Practical demonstration</b></li> </ul>
10	<b>FORMAL ASSESSMENT TASK</b>		
	<p>1. <b>Demonstration:</b> Cleaning (75%) 2. <b>Test:</b> Cleaning (25%)</p>		

**YEAR 3- ANNUAL TEACHING PLAN**

**TERM 3**

<b>WK</b>	<b>ELO: SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1 - 2	<p><b>ELO 6:</b>  <b>Use chemicals in the cleaning services environment.</b></p> <p><b>SO1 :</b>                      Demonstrate an understanding of the action of cleaning chemicals during a cleaning process.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC1:</b> Explain the action of cleaning chemicals within the cleaning process.</p> <p><b>AC 2:</b> Explain the reason for a chemical to have contact time with the dirt on a surface in terms of the cleaning process.</p> <p><b>AC 3:</b> Explain the reason for dilution of chemicals in terms of the cleaning process.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Test</li> <li>• Practical demonstration</li> <li>• Written activity</li> </ul>
	<p><b>SO 2:</b>                      Demonstrate an understanding of the use of cleaning agents on arrange of surface types.</p>	<p><b>AC 1:</b> List a range of hard and resilient floors, carpets and above the floor surfaces within a cleaning context.</p>	
3 - 4	<p><b>SO 3:</b>                      Demonstrate an understanding of how cleaning chemicals remove the different types of dirt.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC1:</b> Explain the reasons for identifying the type of dirt before cleaning with two reasons of how cleaning chemicals remove dirt.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Test</li> </ul>

	<p><b>SO 4:</b> Demonstrate an understanding of correct handling cleaning chemicals.</p>	<p><b>AC 1:</b> Explain the use of correct personal protective equipment when handling chemicals in accordance with basic cleaning principles.</p> <p><b>AC 2:</b> Explain the reason for chemical containers to be labelled correctly in accordance with General Safety Regulations, basic cleaning principals and manufactures' instructions.</p> <p><b>AC 3:</b> Explain the interpretation of danger symbols on labels and give two examples accordance with General Safety Regulations and manufacturers' instructions.</p> <p><b>AC 4:</b> Describe potential hazards when working with chemicals and give two examples in terms of injury or health.</p> <p><b>AC 5:</b> Describe potential dangers of mixing different chemical in terms of their reaction.</p> <p><b>AC 6:</b> Explain the reason for reporting an accident or spillage in terms of General Safety Regulations.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Group discussion</li> <li>• <b>Assessment task: Test</b> Collect labels – make booklet and interpret information on labels</li> <li>• Discussion</li> </ul>
5	<p><b>ELO7:</b> <b>Clean Kitchens</b></p> <p><b>SO 1:</b> Understand kitchen hygiene Principles.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the reason for practising good hygiene in kitchens in terms of the impact on food, the environment and the health of people.</p> <p><b>AC 2:</b> Describe unhygienic conditions in kitchens with three examples and a description of their impact on the environment and the health of people.</p> <p><b>AC 3:</b> Explain the term cross contamination and give three examples of where it could occur in a kitchen.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written activity</li> </ul>

	<p><b>SO 2:</b> Plan and prepare for cleaning kitchens.</p>	<p><b>AC 1:</b> Explain personal protective equipment.</p> <p><b>AC 2:</b> Identify kitchen items to be cleaned and the method of cleaning each surface in accordance with the scope of work, cleaning specification and basic cleaning principles.</p> <p><b>AC 3:</b> Identify the correct cleaning process for each item and surface in accordance with basic cleaning principles.</p> <p><b>AC 4:</b> Establish and explain the order in which the cleaning of glassware, cutlery and crockery, serving dishes and cooking utensils is performed in accordance with worksite procedure and basic cleaning principles.</p> <p><b>AC 5:</b> Identify the correct chemical, consumables and equipment for selected tasks.</p> <p><b>AC 6:</b> Explain the reasons for the selection of chemicals and consumables in terms of basic cleaning principles.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment task:</b> <b>Practical demonstration</b></li> <li><b>Plan and clean a variety of six items</b></li> </ul>
6	<p><b>SO 3:</b> Clean kitchens</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Clean kitchen item and surfaces systematically.</p> <p><b>AC 2:</b> Store dry, cleaned items.</p> <p><b>AC 3:</b> Collect and dispose waste and litter.</p> <p><b>AC 4:</b> Store cleaned items in the correct positions and explain the reasons for doing so.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Checklist</li> </ul>

	<p><b>SO 4:</b> Perform end of task procedures after cleaning kitchens</p>	<p><b>AC 1:</b> Check all cleaned kitchen items and surfaces and explain the reasons for doing so.</p> <p><b>AC 2:</b> Remove and store all cleaned equipment , consumables and chemicals used for cleaning kitchens.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Discussion</li> </ul>
7	<p><b>ELO 8:</b> Clean toilets and bathrooms.</p> <p><b>SO 1:</b> Plan and prepare for cleaning toilets and bathrooms.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Use personal protective Equipment.</p> <p><b>AC 2:</b> Explain the use of personal protective equipment in terms of General Safety Regulations.</p> <p><b>AC 3:</b> Identify toilets and bathrooms to be cleaned with the scope of work, access and the cleaning specifications.</p> <p><b>AC 4:</b> Identify the correct cleaning process for each surface in the toilet and /or bathroom to be cleaned and the reasons for the choice of cleaning process.</p> <p><b>AC 5:</b> Select the correct equipment, consumables and chemicals to clean each surface in the toilet and or bathroom.</p> <p><b>AC 6:</b> Use a knock and enter procedure when cleaning toilets and bathrooms and the explain the reasons for following this entry procedure.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Practical demonstration</li> <li>• Check list</li> </ul>

8 - 9	<b>SO 2:</b> Clean toilets.	<i>The learner must be able to:</i>  <b>AC 1:</b> Check the toilet and report any damage and plumbing problems and explain the reasons for doing so.  <b>AC 2:</b> Explain the reasons why the toilets must be flushed and free from waste before cleaning in terms of basic cleaning principles.  <b>AC 3:</b> Pre-treat removable spots and dirt with a chemical and explain the reasons why.  <b>AC 4:</b> Clean the toilet  <b>AC 5:</b> Replenish toilet consumables.	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Group discussion</li> <li>• Practical demonstration</li> <li>• Check list</li> </ul>
	<b>SO 3:</b> Clean bathrooms.	<b>AC 1:</b> Check the bathroom and report any damage or plumbing problems and explain the reasons for doing so.  <b>AC 2:</b> Clean the bathroom in accordance with basic cleaning principles.  <b>AC 3:</b> Explain the removal of body fat and lime scale build up.  <b>AC 4:</b> Replenish bathroom consumables.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
	<b>SO 4:</b> Perform end of task procedures after cleaning toilets and bathrooms.	<b>AC 1:</b> All bathroom and toilet surfaces are checked and explain the reasons for doing so.  <b>AC 3:</b> Remove , clean and store all equipment, consumables and chemicals used for cleaning.  <b>AC 4:</b> Report problems that were identified during the cleaning of the toilets.	

	<p><b>ELO 9:</b> <b>Clean above floor surface.</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning above floor surfaces.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Use personal protective clothing</p> <p><b>AC 2:</b> Explain the use of personal protective clothing.</p> <p><b>AC 3:</b> Identify the above surfaces to be cleaned.</p> <p><b>AC 4:</b> Identify the correct cleaning process for each surface.</p> <p><b>AC 5:</b> Select the correct equipment , consumables and chemicals for the tasks and explain the reasons for the selection.</p>	<p>• <b>Assessment task:</b> <b>Demonstration</b></p>
	<p><b>SO 2:</b> Clean above the floor surfaces. (A variety of at least four)</p>	<p><b>AC 1:</b> Explain the reasons why electronic equipment should not be unplugged before establishing that it is safe to do so.</p> <p><b>AC 2:</b> Clean the above the floor surfaces in accordance with basic cleaning principles.</p> <p><b>AC 4:</b> Explain the reasons why cleaned items are left and replaced in their correct positions according to the cleaning specifications.</p> <p><b>AC 6:</b> Remove and store all equipment, consumables and chemicals used for cleaning.</p>	
<b>FORMAL ASSESSMENT TASK</b>			
10	<p><b>1. Demonstration:</b> Cleaning (75%) <b>2. Test:</b> Cleaning (25%)</p>		

**YEAR 3- ANNUAL TEACHING PLAN**

**TERM 4**

<b>WK</b>	<b>ELO: SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1	<p><b>ELO 10:</b> Clean floors in housekeeping environment.</p> <p><b>SO 1:</b> Prepare to clean floors.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify the floor type to be cleaned.</p> <p><b>AC 2:</b> Describe the cleaning process.</p> <p><b>AC 3:</b> Select the correct floor cleaning equipment.</p> <p><b>AC 4:</b> Explain the importance of selecting the correct equipment.</p> <p><b>AC 5:</b> Explain the reason for protective clothes.</p> <p><b>AC 6:</b> Explain the importance for cleaning at a certain time and manner.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical demonstration</li> <li>• Quiz</li> </ul>
	<p><b>SO 2:</b> Sweep the floor using a broom.</p>	<p><b>AC 1:</b> Sweep the floor systematically.</p> <p><b>AC 2:</b> Explain why dirt is swept to a specific point for removal.</p>	
	<p><b>SO 3:</b> Vacuum clean floors.</p>	<p><b>AC 1:</b> Plan the vacuum procedure for the area.</p> <p><b>AC 2:</b> Explain how the vacuum procedure was planned.</p> <p><b>AC 3:</b> Explain the litter that can block or damage a vacuum cleaner.</p> <p><b>AC 4:</b> Explain how blockages in the vacuum cleaner can be identified and cleaned.</p> <p><b>AC 5:</b> Check ,clean/or replace vacuum bags and /or filters.</p> <p><b>AC 6:</b> Explain why vacuum bags and/or filters need to be cleaned and replaced.</p>	

	<p><b>SO 4:</b> Wet mop floors.</p>	<p><b>AC 2:</b> Select the correct chemical according to the floor type.</p> <p><b>AC 3:</b> Explain the importance of choosing the correct chemical.</p> <p><b>AC 4:</b> Prepare the mopping cleaning solution at the correct concentration according to instructions.</p> <p><b>AC 5:</b> Explain what can happen if the cleaning solution is not mixed to the correct concentration.</p> <p><b>AC 6:</b> Identify floors that should not be wet mopped.</p> <p><b>AC 7:</b> Explain the method used for the specific mop type.</p> <p><b>AC 8:</b> Does not soil skirting boards, baseboards or carpeted areas next to the floors being mopped.</p> <p><b>AC 9:</b> Explain the reasons for not soil skirting boards, baseboards and carpeted areas.</p> <p><b>AC 10:</b> Explain what to do if someone slips and falls on a wet floor.</p> <p><b>AC 11:</b> Wet mop floors.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 5:</b> Perform end of task procedure.</p>	<p><b>AC 2:</b> Cleans ,dries and stores equipment.</p> <p><b>AC 3:</b> Stores chemical safely.</p>	

2	<p><b>ELO 11:</b> <b>Clean windows.</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning windows.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the reasons for using protective equipment in terms of General Safety Regulations.</p> <p><b>AC2:</b> Identify the windows to be cleaned in terms of the scope of work.</p> <p><b>AC 3:</b> Identify the correct cleaning process for windows and give reasons for the choice of cleaning process in relation to basic cleaning principles.</p> <p><b>AC 4:</b> Select the correct equipment, consumables and chemicals for window cleaning and explain the reasons for the selection in terms of work to be done.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical demonstration</li> <li>• Quiz</li> </ul>
	<p><b>SO 2:</b> Clean windows</p>	<p><b>AC 1:</b> Check windows, frames and latches before cleaning.</p> <p><b>AC 2:</b> Explain the reasons for checking for damage and reporting it with the focus on consequences for not doing it.</p> <p><b>AC 3:</b> Prepare windows and glass for cleaning.</p> <p><b>AC 4:</b> Clean each window, frame and ledge.</p>	
	<p><b>SO 3:</b> Perform end of task procedures after cleaning windows.</p>	<p><b>AC 1:</b> Check all windows cleaned in accordance with basic cleaning principles.</p> <p><b>AC 4:</b> Identify and report any problems and damage during the cleaning of windows.</p>	
3	<p><b>ELO 12:</b> <b>Receive, sort and make up loads for items to be laundered.</b></p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the factors that influence the sorting process in terms of their impact on the sorting process.</p>	<ul style="list-style-type: none"> <li>• Written activity</li> <li>• Group discussion</li> </ul>

	<p><b>SO 1:</b> Describe the factors that influence the laundry sorting processes.</p>	<p><b>AC 2:</b> Explain the care labels and symbols on laundry in terms of precautions or procedures required during the laundry process.</p> <p><b>AC 3:</b> Describe the types of fibres and fabrics in terms of their reaction to the laundry process and suitability for laundry and or dry cleaning.</p> <p><b>AC 4:</b> Describe the types of stain and soiling in terms of the cleaning method, contamination risks and action to be taken in dealing with them.</p> <p><b>AC 5:</b> Describe the types of trims and accessories in terms of action to be taken during the laundering and or dry cleaning process.</p>	<ul style="list-style-type: none"> <li>• Project: Design own booklet about labels and interpret the information on the labels/and or different fabrics</li> </ul>
	<p><b>SO 2:</b> Receive items to be laundered.</p>	<p><b>AC 1:</b> Receive soiled items to be laundered from relevant parties.</p> <p><b>AC 2:</b> Record the condition of items received, customers details and requirements using the correct documentation.</p> <p><b>AC3:</b> Record the items received.</p> <p><b>AC 4:</b> Advise customers about the factors that will influence the cleaning outcome and process.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical demonstration</li> <li>• Design and make poster</li> </ul>

	<p><b>SO 3:</b> Prepare items for laundering.</p>	<p><b>AC 1:</b> Use Personal Protective Equipment(PPE).</p> <p><b>AC 2:</b> Handle contaminated textiles and clothing in terms of good health and safety practice in the laundry environment.</p> <p><b>AC 3:</b> Batch the items which require pre-wash stain removal or other specialised treatment.</p> <p><b>AC 4:</b> Make up loads taking types of fabric, cleaning process, machine capacity into account.</p> <p><b>AC 6:</b> Protect laundry items from hazards, damage and theft.</p>	
4	<p><b>ELO 13:</b> <b>Wash items in a laundry.</b></p> <p><b>SO 1:</b> Identify textiles and the method of cleaning.</p>	<p><b>AC 1:</b> Identify different types of textiles according to their labels and composition.</p> <p><b>AC 2:</b> Explain the importance of identifying different types of textiles.</p> <p><b>AC 3:</b> Identify cleaning methods for different textile types.</p> <p><b>AC 4:</b> Explain why different cleaning methods are used on different textile types.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Group discussion</li> <li>• Written activity</li> </ul>
	<p><b>SO 2:</b> Prepare to wash different textile items.</p>	<p><b>AC 3:</b> Identify marks, spots and dirt on Textiles.</p> <p><b>AC 5:</b> Prepare a washing machine.</p> <p><b>AC 6:</b> Explain why he/she has to identify marks, spots and dirt on textiles.</p> <p><b>AC 7:</b> Decants the correct amount of washing powder and /or softener.</p> <p><b>AC 8:</b> Explain why he/she has to decant the correct amount of washing agent and /or softener.</p> <p><b>AC 9:</b> Pre-treats, pre-soak, and or pre-</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> </ul>

		washes textile items.  <b>AC 10:</b> Explain why she has to pre-treat, pre-soak and /or pre-wash textile items.	
	<b>SO 3:</b> Wash items using an electric and/ or mechanical washing machine.	<b>AC 1:</b> Choose the correct washing cycle.  <b>AC 2:</b> Explain why the washing cycle was chosen.  <b>AC 3:</b> Load the washing machine.  <b>AC 4:</b> Explain why the washing machine is loaded in the specific manner.  <b>AC 5:</b> Operate the washing machine.  <b>AC 6:</b> Identify and solve problems with his/her scope of work procedures.  <b>AC 7:</b> Explain the reasons for carrying out the correct procedure for the first time according to quality and productivity principles.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
	<b>SO 4:</b> Perform end of task procedure.	<b>AC 1:</b> Clean washing machine and areas.  <b>AC 2:</b> Explain the importance of cleaning the washing machine and areas.  <b>AC 3:</b> Report faulty equipment.  <b>AC 4:</b> Explain the reporting procedure for faulty machine.  <b>AC 5:</b> Store all washing agents and softeners.  <b>AC 6:</b> Inspect the quality of his/her work by using a systemic checking procedure.  <b>AC 7:</b> Explain the value of his/her work.	<ul style="list-style-type: none"> <li>• Practical demonstration</li> <li>• Written activity</li> </ul>

	<p><b>ELO 14:</b> <b>Wash laundry items using conventional washing machines and washer extractors.</b></p> <p><b>SO 1:</b> Plan and prepare to wash a laundry batch.</p>	<p><b>AC 2:</b> Describes types of fibres and fabrics in terms of their reaction and sensitivity to chemicals, temperature and the washing and drying process.</p> <p><b>AC 3:</b> Prepare laundry machine in accordance with laundry to be washed.</p> <p><b>AC 4:</b> Select chemicals, detergents and programmes in accordance with laundry to be washed as well as the type and degree of soil and specific machinery to be used.</p> <p><b>AC 5:</b> Plan the work according to priority.</p>	
	<p><b>SO 2:</b> Wash laundry items.</p>	<p><b>AC 1:</b> Load washing machine with items to be washed according to manufacturer's weight load instructions and the type of articles to be processed.</p> <p><b>AC 2:</b> Choose the correct programme for each washing machine used.</p> <p><b>AC 3:</b> Operate washing machine in accordance with manufacturer's instructions.</p> <p><b>AC 4:</b> Control manual operated wash processes to ensure optimal performance and operator safety.</p> <p><b>AC 5:</b> Observe automatically controlled processes to ensure all process parameters are achieved.</p>	

	<p><b>SO 3:</b> Perform end of wash procedures.</p>	<p><b>AC 1:</b> Check washed items for compliance.</p> <p><b>AC 2:</b> Remove and redirect unsatisfactory items.</p> <p><b>AC 3:</b> Report faulty equipment.</p> <p><b>AC 4:</b> Identify defects or faults.</p> <p><b>AC 5:</b> Dispose waste in accordance with environmental regulations.</p>	
5	<p><b>ELO 15:</b> <b>Describe the principles of the laundry process.</b></p> <p><b>SO 1:</b> Identify items used in the laundered process.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain care labels and symbols on items to be laundered using manufacturer's instructions.</p> <p><b>AC2:</b> Explain reasons for handling items with care.</p> <p><b>AC 3:</b> Explain the effect of each chemical on the different types of fabric with examples.</p>	<ul style="list-style-type: none"> <li>• Oral discussion</li> <li>• Role play</li> </ul>
	<p><b>SO 2:</b> Explain the use of chemicals in the laundering process.</p> <p><b>SO 4:</b> Describe the essential components required in the washing process.</p>	<p><b>AC 1:</b> List the five essential components in terms of requirements for the washing process.</p> <p><b>AC2:</b> Describe the use of water during the wash process in terms of the amount, the quality and the hardness of the water.</p> <p><b>AC 3:</b> Describe the effect of time on the wash and rinse process.</p> <p><b>AC 4:</b> Describe the effect of temperature during the wash process in terms of the type of soiling, thermal disinfection to be achieved and bleach rinse.</p>	
	<p><b>SO 5:</b> Describe the drying process.</p>	<p><b>AC 1:</b> List the basic principle of the drying process.</p> <p><b>AC 2:</b> List the types of tumble dryers.</p>	

		<p><b>AC 3:</b> Explain the performance of a tumble dryer in terms of filters, fans the air flow, correct loading and a well-sealed tumble dryer.</p> <p><b>AC 4:</b> Explain the reason for choosing the correct drying process in terms of productivity and the successful completion of task.</p>	
6	<p><b>ELO 16:</b> <b>Describe the impact of good health, safety and security practices in a laundry environment.</b></p> <p><b>SO 1:</b> Identify potential health, safety and security risks in a laundry environment.</p>	<p><b>AC 1:</b> Identify unhealthy conditions in a laundry environment and give the possible effect of each on the health of people working there.</p> <p><b>AC 2:</b> Identify unsafe conditions in a laundry environment and the risk of each to the safety of people.</p> <p><b>AC 3:</b> Identify security risks in a laundry environment and give the possible consequences of each to the security of people.</p> <p><b>AC 4:</b> Explain the risks of unauthorized people gaining entry into the laundry and potential hazardous areas.</p>	
	<p><b>SO 2:</b> Describe ways of reducing potential risks in health, safety and security in a laundry environment.</p>	<p><b>AC 1:</b> Lists the principles of reducing potential risks to health, safety and security in a laundry environment.</p> <p><b>AC 2:</b> Explain the reasons for maintaining good housekeeping around work areas and machinery in terms of Occupational Health and safety Legislation.</p> <p><b>AC 3:</b> Explain the reasons for reporting potential health, safety and security risks.</p>	

	<p><b>SO 3:</b> Explain ways of dealing with emergency incidents affecting health, safety and security in a laundry environment.</p>	<p><b>AC 1:</b> List emergency incidents in a laundry environment in terms of their root causes.</p> <p><b>AC 2:</b> Explain procedures to deal with emergency incidents in terms of the worksite procedure and Occupational health and Safety legislation.</p> <p><b>AC 3:</b> List equipment and infrastructure required to deal with incidents affecting health, safety and security in a workplace and describe the locations.</p> <p><b>AC 4:</b> Explain actions to be taken in an emergency incident.</p>	
7	<p><b>ELO 17:</b> <b>Iron and press laundered items.</b></p> <p><b>SO 1:</b> Prepare for ironing.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Check ironing and pressing equipment for cleanliness and visible damage.</p> <p><b>AC 2:</b> Explain why it is necessary to check the equipment.</p> <p><b>AC 3:</b> Explain the kind of problems that it can cause if the equipment is not ready for use.</p> <p><b>AC 4:</b> Explain the steps to follow when experience problems with equipment.</p> <p><b>AC 5:</b> Set the temperature on ironing and pressing equipment according to safety.</p> <p><b>AC 6:</b> Explain the reasons for setting the correct temperature.</p> <p><b>AC 7:</b> Check the items for spots, stains and visible cleanliness.</p> <p><b>AC 8:</b> Explain why items are checked.</p> <p><b>AC 9:</b> Sort items according to ironing and /or pressing temperature requirements.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment task:</b> <b>Practical demonstration</b></li> <li>• Oral discussion</li> </ul>

		<p><b>AC 10:</b> Explain why it is important to sort the items according to temperature requirements.</p>	
	<p><b>SO 2:</b> Iron and/ or press items.</p>	<p><b>AC 1:</b> Iron and /or press items according to worksite and safety procedure.</p> <p><b>AC 2:</b> Explain the consequences of incorrect ironing and pressing.</p> <p><b>AC 3:</b> Explain the consequences of not complying with safety rules.</p> <p><b>AC 4:</b> Determines the quality of his/her work by using a systematic checking procedure.</p>	
	<p><b>SO 3:</b> Pack ironed and /or pressed things.</p>	<p><b>AC 1:</b> Checks all items for ironing and pressing quality.</p> <p><b>AC 2:</b> Explain why items need to be checked for ironing and pressing quality.</p> <p><b>AC 3:</b> Pack items.</p> <p><b>AC 4:</b> Send packed items for finishing according to work-site procedure.</p> <p><b>AC 5:</b> Explain why items need to be packed and sent for finishing.</p>	

<p><b>ELO 18:</b> <b>Finish and store pressed and ironed items.</b></p> <p><b>SO 1:</b> Check the quality of the pressed and ironed items.</p>	<p><b>AC 1:</b> Check the items for spots overall cleanliness and the quality of pressing and ironing.</p> <p><b>AC 2:</b> Explain the reason for checking the quality of pressing and ironing.</p> <p><b>AC 3:</b> Report damage items.</p> <p><b>AC 4:</b> Identify to whom items must be reported.</p>	
<p><b>SO 2:</b> Fold and /or prepare pressed and ironed items for storing.</p>	<p><b>AC 1:</b> Folds and /or prepare items.</p> <p><b>AC 2:</b> Explain the result of incorrect folding and preparation.</p> <p><b>AC 3:</b> Explain the quality of his/her work according to a systematic checking procedure.</p> <p><b>AC 4:</b> Explain the importance of inspecting his/her work.</p>	
<p><b>SO 3:</b> Store pressed and ironed items for dispatch.</p>	<p><b>AC 1:</b> Store the pressed and ironed items.</p> <p><b>AC 2:</b> Explain the reasons for storing pressed and ironed items.</p> <p><b>AC 3:</b> Adheres to safety rules during the storing of pressed and ironed items.</p> <p><b>AC 4:</b> Explains what safety rules should be adheres to during storing items.</p> <p><b>AC 5:</b> Explain the result of incorrect storing of pressed and ironed items.</p>	

	<p><b>SO 4:</b> Keep the storage area tidy and secured.</p>	<p><b>AC 1:</b> Keep the store clean and tidy.</p> <p><b>AC 2:</b> Explain the reasons for keeping storage areas clean and tidy.</p> <p><b>AC 3:</b> Closes and locks the store from unauthorised entrance.</p> <p><b>AC 4:</b> Explain the reasons and importance of closing and locking the store.</p>	
8 -9	<p><b>ELO 19:</b> <b>Service guest bedroom areas.</b></p> <p><b>SO 1:</b> Prepare the cleaning guest room.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify and select different types of cleaning material and equipment in accordance with areas.</p> <p><b>AC 2:</b> Prepare surfaces to be cleaned and describe the correct procedure for preparing surfaces.</p> <p><b>AC 3:</b> Describe steps to be followed in cleaning guest rooms.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li>   <li>• Discussion</li> </ul>

<p><b>ELO 20:</b> <b>Prepare beds and handle linen and bed coverings.</b></p> <p><b>SO 2:</b> Clean guest rooms.</p>	<p><b>AC 4:</b> Describe the impact of environment controls to customers.</p> <p><b>AC 1:</b> Use cleaning equipment, material and detergent to clean guest rooms.</p> <p><b>AC 2:</b> Free cleaned area from dirt, dust, debris and removable marks.</p> <p><b>AC 3:</b> Replenish and place complimentary items.</p> <p><b>AC 4:</b> Free service areas from unpleasant odours.</p> <p><b>AC 5:</b> Check and maintain environmental control.</p> <p><b>AC 6:</b> Clean and store cleaning equipment and materials where appropriate after use.</p>	
<p><b>SO 3:</b> Perform end of task procedure.</p>	<p><b>AC 1:</b> Communicate essential information about daily occurrences to authority.</p> <p><b>AC 2:</b> Describe decisions made and reasons for action taken to unexpected situations.</p> <p><b>AC 3:</b> Report unresolved faults or problems to line management promptly.</p> <p><b>AC4:</b> Explain ways of improving future performance.</p>	

	<p><b>ELO 21:</b> <b>Maintain a clean linen supply.</b></p> <p><b>SO 1:</b> Demonstrate knowledge and understanding of the importance of making beds using clean linen and bed coverings.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the impact of keeping soiled linen and bed coverings separate from clean linen.</p> <p><b>AC2:</b> Explain the measures for securing linen storerooms from authorised access.</p> <p><b>AC 3:</b> Explain the importance of turning over mattresses.</p> <p><b>AC 4:</b> Describe different bed types and the importance of using the correct type of bed linen and coverings when preparing these beds.</p> <p><b>AC 5:</b> Explain the importance of respecting customer's belongings to ensure customers satisfaction.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role play</li>   <li>• Written activity</li> </ul>
	<p><b>SO 2:</b> Make beds.</p>	<p><b>AC 1:</b> Remove all used bed covers.</p> <p><b>AC 2:</b> Sort and dispatch soiled linen and used bed coverings.</p> <p><b>AC 3:</b> Collect clean linen and bed coverings.</p> <p><b>AC 4:</b> Turn mattresses and bed base, headboards and check bed coverings to see that they are clean and free from damage.</p> <p><b>AC 5:</b> Make beds with clean linen and bed coverings according to organisational requirements.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li>   <li>• Writing activity</li> </ul>

<p><b>ELO 22:</b> <b>Maintain housekeeping supplies.</b></p> <p><b>SO 1:</b> Demonstrate knowledge and understanding of maintaining housekeeping.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Describe stock rotation procedures and benefits.</p> <p><b>AC2:</b> Explain the importance of maintaining optimum storage areas.</p> <p><b>AC 3:</b> Describe the procedures for the correct handling and transporting of goods to storage areas.</p> <p><b>AC 4:</b> Explain safety procedures to ensure a safe working environment when lifting heavy or bulky items.</p> <p><b>AC 5:</b> Explain measures to securing receiving areas.</p> <p><b>AC 6:</b> Explain the importance of maintaining a safe working environment by ensuring receiving areas are clean and tidy.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li>   <li>• Project : Safety</li>   <li>• Test</li> </ul>
<p><b>SO 2:</b> Maintain housekeeping supplies.</p>	<p><b>AC 1:</b> Explain the importance of maintaining a constant stock of housekeeping items.</p> <p><b>AC 2:</b> Conduct stock taking according to organisational procedures.</p> <p><b>AC 3:</b> Report low stock levels of housekeeping items to appropriate person.</p> <p><b>AC 4:</b> Place orders according to organisational procedure.</p> <p><b>AC 6:</b> Report quality and quantity discrepancies.</p>	



	<p><b>SO 2:</b> Render housekeeping services.</p>	<p><b>AC 1:</b> Check daily room allocations.</p> <p><b>AC 2:</b> Check housekeeping trolleys, machinery, cleaning equipment and cleaning agents to ensure they are readily available for use.</p> <p><b>AC 3:</b> Perform work in an organized and efficient order to meet schedules and organisational requirements.</p> <p><b>AC 4:</b> Inspect cleaned areas for compliance.</p> <p><b>AC 5:</b> Secure designated areas to ensure maximum security.</p> <p><b>AC 6:</b> Communicate essential information to security as required about daily occurrences.</p> <p><b>AC 7:</b> Describe decisions made and reasons for actions taken in response to unexpected situations.</p> <p><b>AC 8:</b> Report unresolved faults or problems to line management.</p> <p><b>AC 9:</b> Explain ways of improving performance</p>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
	<p><b>ELO 24:</b> <b>Process incoming and outgoing telephone calls.</b></p> <p><b>SO 1:</b> Employ effective telephone etiquette.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain telephone etiquette and answering procedures.</p> <p><b>AC2:</b> Handle call with discretion and confidence.</p> <p><b>AC 3:</b> Consult a caller on hold frequently.</p> <p><b>AC 1:</b> Answer telephone promptly.</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Role-play</li> <li>• <b>Assessment task:</b> <b>Test</b></li> </ul>

	<p><b>SO 2:</b> Answer telephone according to organisational standards.</p>	<p><b>AC 2:</b> Greet caller according to organisational requirements.</p> <p><b>AC 3:</b> Caller information is acquired during initial interaction.</p> <p><b>AC 4:</b> State the purpose of the call clearly.</p> <p><b>AC 5:</b> Leave messages if required/requested.</p>	
<b>10</b>	<b>FORMAL ASSESSMENT TASK</b>		
	<p><b>1. Demonstration:</b> Laundry (75%)</p> <p><b>2. Test:</b> Hospitality Servicing (25%)</p>		

## YEAR 4- ANNUAL TEACHING PLAN

### TERM 1

WEEK	ELO: SO	CONTENT	ACTIVITY
1-2	<p><b>ELO1:</b>  <b>Demonstrate an understanding of factors that contribute towards healthy living.</b></p> <p><b>SO 1:</b>                      Explain the basic principles of personal hygiene.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain personal hygiene with examples.</p> <p><b>AC 2:</b> Identify clean and healthy lifestyle habits and give an indication of the consequences</p>	<ul style="list-style-type: none"> <li>• Group discussions on:                             <ul style="list-style-type: none"> <li>○ Personal hygiene</li> </ul> </li> <li>• Research</li> <li>• Design poster</li> <li>• Written activity</li> </ul>
3	<p><b>ELO 2 :</b>  <b>Identify security, safety and environmental risks in the local environment.</b></p> <p><b>SO 1:</b>                      Identify potential exposures to personal safety risk.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Name risks associated with tools, appliances and housekeeping equipment and give an indication of the possible personal exposures associated with three of each category.</p> <p><b>AC 2:</b> Discuss issues of personal safety with reference to personal behaviour that could negatively impact on own safety.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Research</li> <li>• Design poster</li> <li>• Written activity</li> </ul>
	<p><b>SO 2:</b>                      Identify potential exposure to fire risks.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the basic principles of extinguishing a fire and give an indication of how to remove one of the fire elements in a particular situation.</p> <p><b>AC 2:</b> Identify sources of fuel and give an indication of how each should be used and stored safely.</p> <p><b>AC 3:</b> Name the safety standards that apply to appliances that use heat sources and give an indication of the consequences of careless or negligent use or handling.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Design poster</li> <li>• <b>Assessment task: Practical demonstration</b></li> </ul>

4	<p><b>ELO 4:</b> <b>Practise good health and grooming habits.</b></p> <p><b>SO 2:</b> Practice good hygiene habits.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 2:</b> Explain reasons for practicing effective hand washing in terms of good health habits.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 3:</b> Practise good grooming and dress habits.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain reasons for being well groomed in terms of employer requirements.</p> <p><b>AC2:</b> Wear clothing that is visibly neat and clean and worn in accordance with good grooming habits.</p> <p><b>AC 3:</b> Wear clothing that is in good repair.</p> <p><b>AC 4:</b> Haircut and hairstyle, use of makeup and jewellery worn, do not interfere with cleaning tasks and reasons for this are explained in safety and good grooming habits.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
5-6	<p><b>ELO 5:</b> <b>Understand basic cleaning principles.</b></p> <p>Include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Clean from the furthest end to the entrance.</li> <li>• Clean from top to bottom.</li> <li>• Clean systematically.</li> <li>• Use colour coded cleaning methods.</li> </ul> <p><b>SO 1:</b></p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain reasons for cleaning areas and items occupied or used by people, in terms of the benefits of being in a clean environment.</p> <p><b>AC 2:</b> Explain the cleaning services industry in terms of basic business principles and the opportunity to provide cleaning services commercially.</p> <p><b>AC 3:</b> Identify cleaning services that can be provided in the cleaning services industry, and describe the activities of three in terms of commercial opportunity and basic business principles.</p> <p><b>AC 4:</b> Explain the need for people in an organisation providing cleaning services to be effective in performing cleaning tasks in</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Research</li> <li>• Design poster</li> <li>• Written activity</li> </ul>

	Describe the purpose of organisations operating in the cleaning services industry.	terms of providing customer service and basic business principles.	
7	<b>SO 3:</b> Understand the principles of planning and preparing for a cleaning task.	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain reasons for planning and preparing for a cleaning task in terms of the essential components required for any cleaning task in a cleaning services environment.</p> <p><b>AC 2:</b> Explain the need to meet customer requirements when planning and preparing for a cleaning task.</p> <p><b>AC 3:</b> Explain the importance of planning and keeping to a plan in terms of the successful completion of a cleaning task and customer service.</p> <p><b>AC 4:</b> Explain the need to be aware of safety requirements when planning and preparing for a cleaning task.</p> <p><b>AC 5:</b> Explain the importance of choosing the correct equipment, consumables and chemicals in terms of the successful completion of a cleaning task.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> <li>• Written activity</li> </ul>
	<b>SO 4:</b> Understand the principles of cleaning.	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the basic principles of cleaning in accordance with industry best practice.</p> <p><b>AC 2:</b> Explain the reasons for applying basic cleaning principles in terms of the successful completion of the task.</p> <p><b>AC 3:</b> Explain the reasons for doing a cleaning task correctly first time every time in terms of basic business principles, and customer service.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Written activity</li> </ul>

8	<p><b>SO 5:</b> Understand the principles of performing end of task procedures after cleaning.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the end of task principles in accordance with industry best practice.</p> <p><b>AC 2:</b> Explain the reasons for checking surfaces or items cleaned in terms of quality awareness and customer satisfaction.</p> <p><b>AC 3:</b> Identify types of waste and explain the reasons for disposing of each type of waste correctly in accordance with environmental principles.</p> <p><b>AC 4:</b> Explain the reasons for removing, cleaning, checking and storing equipment, consumables and chemicals after use in terms of health, safety, security and longevity.</p> <p><b>AC 5:</b> Explain the reasons for replenishing consumables and chemicals and reporting damaged or faulty equipment in terms of productivity and customer service.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical</li> <li>• Demonstration</li> </ul> <p>• <b>Assessment Task: Test</b></p>
<b>FORMAL ASSESSMENT TASK</b>			
9 -10	<p><b>1. Demonstration:</b> Healthy Living and Grooming (75%)</p> <p><b>2. Test:</b> Cleaning (25%)</p>		

**YEAR 4- ANNUAL TEACHING PLAN**

**TERM 2**

<b>WK</b>	<b>ELO: SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
<b>1-2</b>	<b>ELO 6:</b> <b>Use chemicals in the cleaning services environment.</b>  <b>SO 1:</b> Demonstrate an understanding of the action of cleaning chemicals during a cleaning process. <b>Outcome Range</b> Range of chemical actions includes but is not limited to removal of dirt, removal of odours and removal of micro-organisms.	<i>The learner must be able to:</i>  <b>AC1:</b> Explain the actions of cleaning chemicals within the cleaning process.	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Research</li> <li>• Written activity</li> </ul>
		<b>AC 2:</b> Explain the reason for a chemical to have contact time with the dirt on a surface in terms of the cleaning process.  <b>AC 3:</b> Explain the reasons for the dilution of chemicals in terms of the cleaning process.	<ul style="list-style-type: none"> <li>• Group discussions</li> </ul>
	<b>SO 2:</b> Demonstrate an understanding of the use of cleaning chemicals on a range of surface types.	<b>AC 1:</b> List a range of hard and resilient floors, carpets and above the floor surfaces within a cleaning context.	<ul style="list-style-type: none"> <li>• Written activity</li> </ul>
	<b>SO 3:</b> Demonstrate an understanding of how cleaning chemicals remove the different types of dirt.	<b>AC 1:</b> Explain the reasons for identifying the type of dirt before cleaning giving two reasons of how cleaning chemicals remove dirt.	<ul style="list-style-type: none"> <li>• Group discussions</li> </ul>
<b>3</b>	<b>SO 4:</b> Demonstrate an understanding of the correct handling of cleaning chemicals.	<b>AC 1:</b> Explain the use of correct personal protective equipment when handling chemicals is in accordance with basic cleaning principles.  <b>AC 2:</b> The reasons for chemical containers to be labelled correctly	<ul style="list-style-type: none"> <li>• Group discussions on:                             <ul style="list-style-type: none"> <li>○ protective equipment</li> </ul> </li> <li>• Research</li> <li>• Design poster</li> <li>• Written activity</li> <li>• Practical demonstration</li> </ul>

		<p>are explained in accordance with General Safety Regulations, basic cleaning principles and manufacturers' instructions.</p> <p><b>AC 3:</b> Explain the meaning and interpretation of danger symbols on labels and give two examples in accordance with General Safety Regulations and manufacturers' instructions.</p> <p><b>AC 4:</b> Describe potential hazards when working with chemicals and give two examples given in terms of injury or health.</p>	
		<p><b>AC 5:</b> Describe potential danger of mixing different chemicals in terms of their reaction.</p> <p><b>AC 6:</b> Explain reasons for reporting an accident or spillage in terms of General Safety Regulations</p>	<ul style="list-style-type: none"> <li>• Discussions</li> </ul>
4	<p><b>ELO 7:</b> <b>Clean kitchens.</b></p> <p><b>SO 1:</b> Understand kitchen hygiene principles.</p> <p><b>Outcome Range</b> includes, hand contact surfaces such as door handles, knobs, light switches, taps and food contact surfaces such as cutting boards, work surfaces.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 3:</b> Explain the term cross-contamination and give three examples where it could occur in a kitchen.</p> <p><b>AC4:</b> Explain the reason for using colour coded cleaning methods in a kitchen in accordance with basic cleaning principles and good hygiene practices.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Visit to a factory, guest house, hotel, etc. to show how colour coded methods are used.</li> </ul>

	<p><b>Outcome Range</b> Colour coded items includes, cloths, brush ware, mops, buckets, cutting boards.</p>		
	<p><b>SO 2:</b> Plan and prepare for cleaning kitchens.</p> <p><b>Outcome Range</b> Protective clothing includes but is not limited to, overalls, aprons, footwear and gloves</p> <p>Range of the kitchen items and surfaces could include, but is not limited to, crockery, cutlery, cooking utensils, appliances, food contact surfaces, shelves, cupboards, sinks, taps, fittings, tiles.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 2:</b> Identify kitchen items to be cleaned and explain the method of cleaning each surface in accordance with the scope of work, cleaning specification and basic cleaning principles.</p> <p><b>AC 3:</b> Identify the correct cleaning process for each item and surface in accordance with cleaning principles.</p> <p><b>AC 4:</b> Establish and explain an order in which the cleaning of glassware, cutlery, and crockery, serving dishes and cooking utensils is performed in accordance with worksite procedure and basic cleaning principles.</p> <p><b>During assessment, a variety of at least six items are identified.</b></p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
	<p><b>Outcome Range</b> Equipment, consumables and chemicals includes, but is not limited to buckets, brushes, cloths, sponges, scouring pads, detergents, but excludes dishwashers.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 5:</b> Select correct chemicals, consumables and equipment for the identified tasks.</p> <p><b>AC 6:</b> Explain the reasons for the selection of chemical and consumables in terms of basic cleaning principles.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> </ul>

	<p><b>SO 3:</b> Clean kitchens.</p> <p><b>Outcome Range</b> Items to be stored could include, but is not limited to glassware, cutlery, crockery, serving dishes and cooking utensils.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Clean kitchen items and surfaces systematically in accordance with the cleaning specification and basic cleaning principles.</p> <p><b>AC 2:</b> Cleaned items to be dried and stored in accordance with kitchen hygiene principles.</p> <p><b>During assessment, a variety of at least six items should be cleaned.</b></p>	<ul style="list-style-type: none"> <li>• Practical activity</li> </ul>
	<p><b>SO 4:</b> Perform end-of-task procedures after cleaning kitchens.</p>	<p><b>AC 2:</b> Remove, clean and store all equipment, consumables and chemicals used for cleaning kitchens</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> </ul>
5	<p><b>ELO 8</b> <b>Clean toilets and bathrooms.</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning toilets and bathrooms.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Use personal protective equipment.</p> <p><b>AC 3:</b> Identify toilets and bathrooms to be cleaned in accordance with the scope of work, access and the cleaning specification.</p> <p><b>AC 4:</b> Identify the correct cleaning process for each surface in the toilet and/or bathroom to be cleaned and explain reasons for the choice of cleaning process in accordance with basic cleaning principles.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> </ul>
		<p><b>AC 5:</b> Select correct equipment, consumables and chemicals to clean</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> </ul>

		<p>each surface in the toilet and/or bathroom and explain reasons for the selection.</p> <p><b>AC 6:</b> Use a knock and enter procedure when cleaning toilets and bathrooms and explain the reasons for following this entry procedure in accordance with common courtesy.</p>	
	<p><b>SO 2:</b> Clean toilets.</p> <p><b>Outcome Range</b> Damage or plumbing problems could include broken seats, lids or bowls, leaking pipes, faulty flushing mechanisms.</p> <p>Toilet consumables could include, but is not limited to, toilet paper, air freshener, sanitizer blocks, disposable toilets seat covers.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Check the toilet and report any damage or plumbing problems and explain the reasons for doing so in terms of basic cleaning principles.</p> <p><b>AC 2:</b> Explain the reason why the toilet must be flushed and free of waste before cleaning in terms of basic cleaning principles.</p> <p><b>AC 3:</b> Pre-treat removable marks and dirt with the cleaning chemical and explain reasons for doing so in terms of basic cleaning principles.</p> <p><b>AC 4:</b> Clean the toilet in accordance with the basic cleaning principles.</p> <p><b>AC 5:</b> Replenish toilet consumables.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical activity</li> </ul>
6	<p><b>SO 3:</b> Clean bathrooms.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Check the bathroom, and report any damage or plumbing</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> </ul>

		<p>problems and explain the reasons for doing so in terms of basic cleaning principles.</p> <p><b>AC 2:</b> Clean the bathroom in accordance with basic cleaning principles.</p> <p><b>AC 3:</b> Explain the removal of body fat and lime scale build-up in terms of chemical action principles.</p>	
	<p><b>SO 4:</b> Perform end of task procedures after cleaning.</p>	<p><b>AC 1:</b> Check that all toilet and bathroom surfaces are cleaned, and explain the reasons for doing so, in accordance with basic cleaning principles.</p> <p><b>AC 3:</b> Remove, clean and store all equipment, consumables and chemicals used for cleaning toilets and bathrooms</p> <p><b>AC 4:</b> Report problems identified during the cleaning of toilets and bathrooms.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> </ul>
7	<p><b>ELO 11:</b> <b>Clean windows</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning windows.</p> <p>Equipment, consumables and chemicals could include, two-step ladders: buckets, scrapers, spray bottles, cloths, sponges, squeegees, chamois, and</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Use personal protective equipment and explain the reasons for doing so in terms of General Safety Regulations.</p> <p><b>AC 3:</b> Identify the correct cleaning process for window cleaning and give reasons for the choice of cleaning process in relation to basic cleaning principles.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> <li>• Written activity</li> </ul>

	specialised chemicals for cleaning windows.	<b>AC 4:</b> Select correct equipment, consumables and chemicals for window cleaning and explain reasons for the selection in terms of the work to be done.	
	<p><b>SO 2:</b> Clean windows.</p> <p>Damage includes but is not limited to, chips, cracks, broken latches.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Check windows, frames and latches before cleaning, and report any damage.</p> <p><b>AC 2:</b> Explain and report the reasons for checking for damage focussing on the consequences of not doing so.</p> <p><b>AC 3:</b> Prepare windows and glass for cleaning.</p> <p><b>AC 4:</b> Clean each window, frame and ledge in accordance with basic cleaning principles.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> </ul>
	<b>SO 3:</b> Perform end-of-task procedures after cleaning windows.	<p><b>AC 1:</b> Check all windows cleaned in accordance with basic cleaning principles.</p> <p><b>AC 4:</b> Report problems and damage identified during the cleaning of windows.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> </ul>
8	<p><b>ELO 9:</b> <b>Clean above the floor</b></p> <p><b>SO 1:</b> Plan and prepare for cleaning above the floor surfaces.</p>	<p><b>AC 1:</b> Use personal protective equipment.</p> <p><b>AC 2:</b> Explain the reasons for using personal protective equipment in terms of General Safety Regulations.</p> <p><b>AC 3:</b> Identify above the floor surfaces to be cleaned in accordance with the</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical</li> <li>• Demonstration</li> </ul>

		<p>scope of work, access and the cleaning specification.</p> <p><b>AC 4:</b> Identify the correct cleaning process for each above the floor surface in accordance with basic cleaning principles.</p> <p><b>AC 5:</b> Select correct equipment, consumables and chemicals for the identified tasks and explain reasons for the selection.</p>	
	<p><b>SO 2:</b> Clean above the floor surfaces. (A variety of at least four surfaces should be cleaned.)</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the reasons why electronic equipment should not be unplugged, before establishing that it is safe to do so.</p> <p><b>AC 2:</b> Clean above the floor surfaces in accordance with basic cleaning principles.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• <b>Assessment task: Practical demonstration</b></li> </ul>
	<p><b>ELO 10:</b> <b>Clean floors in a housekeeping environment.</b></p> <p><b>SO 1:</b> Prepare to clean floors.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify the floor type to be cleaned.</p> <p><b>AC 2:</b> Describe the cleaning process for the specific floor type.</p> <p><b>AC 3:</b> Select the correct floor cleaning equipment.</p> <p><b>AC 4:</b> Explain the importance of selecting the correct equipment.</p> <p><b>AC 5:</b> Explain the reason for protective clothes.</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> </ul>

	<p><b>SO 3:</b> Vacuum clean floors.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 4:</b> Explain how blockages in the vacuum cleaner can be identified and cleared.</p> <p><b>AC 5:</b> Check, clean and/or replace vacuum bags and/or filters.</p> <p><b>AC 6:</b> Explain why vacuum bags and/or filters need to be cleaned or replaced.</p> <p><b>AC 7:</b> Choose the correct plug points for maximum cable reach.</p> <p><b>AC 8:</b> Explain why certain plug points should never be used.</p> <p><b>AC 10:</b> Explain the reasons for vacuuming and removing dry dirt from surfaces</p>	<ul style="list-style-type: none"> <li>• Practical demonstration</li> </ul>
	<p><b>SO 4:</b> Wet mop floors.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 2:</b> Select the correct chemical according to the floor type.</p> <p><b>AC 3:</b> Explain the importance of choosing the correct chemical.</p>	<p><b>Assessment task: Test</b></p>
<p>9 - 10</p>	<p align="center"><b>FORMAL ASSESSMENT TASK</b></p> <p><b>1. Demonstration:</b> Cleaning (75%) <b>2. Test:</b> Cleaning (25%)</p>		

**YEAR 4- ANNUAL TEACHING PLAN**

**TERM 3**

<b>WK</b>	<b>ELO: SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1-2	<p><b>ELO 12:</b>  <b>Receive, sort and make up loads or batch items to be laundered</b></p> <p><b>SO 2:</b>                      Receive items to be laundered.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC1:</b> Receive soiled items to be laundered from relevant parties for cleaning.</p> <p><b>AC 2:</b> Record received items, condition of the items, customer's details and requirements using the correct documentation.</p> <p><b>AC 3:</b> Record received items.</p> <p><b>AC 4:</b> Advise customers of factors that will affect the cleaning outcome and process.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Research</li> <li>• Design poster</li> <li>• Written activity</li> </ul>
	<p><b>SO 3:</b>                      Prepare items for laundering.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Use Personal Protective Equipment (PPE)</p> <p><b>AC 2:</b> Handle contaminated textiles and clothing in terms of good health and safety practice in the laundry environment.</p> <p><b>AC 3:</b> Batch items requiring pre-wash stain removal or other specialised treatment.</p> <p><b>AC 4:</b> Make up and batch loads taking type of fabric, cleaning process, machine capacity and priorities into account.</p> <p><b>AC 5:</b> Explain implications of incorrect batching items in terms of the effect on the item, the effect on other items,</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>

		<p>machinery, operational costs, lost production and customer satisfaction.</p> <p><b>AC 6:</b> Protect laundry items from hazards, damage and theft.</p>	
3	<p><b>ELO 13:</b> <b>Wash items in a laundry.</b></p> <p><b>SO 1:</b> Identify textiles and the methods of cleaning.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify different types of textiles according to their labels and composition.</p> <p><b>AC 2:</b> Explain the importance of identifying different types of textiles.</p> <p><b>AC 3:</b> Identify cleaning methods for different textile types.</p> <p><b>AC 4:</b> Explain why different cleaning methods are used on different textile types.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 3:</b> Wash items using an electrical and/or mechanical washing machine.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Choose the correct washing cycle.</p> <p><b>AC 2:</b> Explain why the specific washing cycle is chosen.</p> <p><b>AC 5:</b> Operate the washing machine.</p> <p><b>AC 6:</b> Identify and solve problems within his/her scope of work procedures.</p> <p><b>AC 7:</b> Explain the reasons for carrying out the correct procedure for the first time according to quality and productivity principles.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>

	<p><b>SO 4:</b> Perform end of task procedures.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Clean washing machine and areas.</p> <p><b>AC 2:</b> Explain the importance of cleaning the washing machine and areas.</p> <p><b>AC 3:</b> Report faulty equipment.</p> <p><b>AC 4:</b> Explain the reporting procedure for faulty machine.</p> <p><b>AC 5:</b> Store all washing agents and/or softeners.</p> <p><b>AC 6:</b> Inspect the quality of his/her work by using a systematic checking procedure.</p> <p><b>AC 7:</b> Explain the value of inspecting his/her work.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
4	<p><b>ELO 14:</b> <b>Wash laundry items using conventional washing machines and washer extractors.</b></p> <p><b>SO 1:</b> Plan and prepare to wash a laundry batch.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC1:</b> Interpret the care labels and symbols on laundry items, stating the impact on the washing process.</p> <p><b>AC 3:</b> Select chemicals, detergents and programmes in accordance with the laundry to be washed, the type and degree of soiling and the specific machinery to be used.</p> <p><b>AC 4:</b> Plan the work according to priority.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical</li> <li>• Demonstration</li> </ul>

	<p><b>SO 2:</b> Wash laundry items.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC5:</b> Stop a malfunctioning washing machine and report the malfunction in accordance with manufacturer's instructions.</p>	<ul style="list-style-type: none"> <li>• Practical activity</li> </ul>
	<p><b>SO 3:</b> Perform end of wash procedures.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Check washed items for compliance.</p> <p><b>AC 2:</b> Remove and redirect unsatisfactory items</p> <p><b>AC 3:</b> Report faulty equipment.</p> <p><b>AC 4:</b> Identify defects or faults relating to the operation of the washing machine, services and supplies or with the operation of the wash process are reported.</p> <p><b>AC 5:</b> Dispose of waste is in accordance with environmental regulations.</p> <p><b>AC 6:</b> Do routine maintenance of washing machine according to the manufacturer's instructions, preventative maintenance.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical</li> <li>• Demonstration</li> </ul>
5	<p><b>ELO 15:</b> <b>Describe the principles of the laundry process.</b></p> <p><b>SO 1:</b> Identify items used in the laundering process.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain care labels and symbols on items to be laundered using manufacturer's instructions.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Research</li> <li>• Design poster</li> <li>• Written activity</li> </ul>

		<b>AC 2:</b> Explain the reasons for handling laundry items with care in terms of the benefits to the customer and the business.	
	<b>SO 2:</b> Explain the use of chemicals in the laundering process.	<i>The learner must be able to:</i> <b>AC 1:</b> List chemicals used in the laundry industry. <b>AC 2:</b> Explain the effect of each chemical on the different types of fabric with examples.	<ul style="list-style-type: none"> <li>• Group discussions</li> </ul>
	<b>SO 3:</b> Describe the essential components required in the washing process.	<i>The learner must be able to:</i> <b>AC 1:</b> List the five essential components in terms of requirements for the washing process. <b>AC 3:</b> Describe the effect of time on the wash and rinse process in terms of the type of soiling, degree of loading and items being washed and rinsed. <b>AC 4:</b> Describe the effect of temperature during the wash process in terms of the type of soiling, thermal disinfection to be achieved and bleach rinse. <b>AC 5:</b> Describe the effect of mechanical action during the wash process in terms of the design of the machine, degree of loading and the level of water.	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Research</li> <li>• Design poster</li> <li>• Written activity</li> <li>• Practical demonstration</li> </ul>

	<p><b>SO 4:</b> Describe the drying process.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 3:</b> Explain the performance of a tumble dryer in terms of the filters, the fans, the air flow, correct loading and a well-sealed tumble dryer.</p> <p><b>AC 4:</b> Explain the reasons for choosing the correct drying process in terms of productivity and the successful completion of task.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
6	<p><b>ELO 16:</b> <b>Describe the impact of good health, safety and security practices in a laundry environment.</b></p> <p><b>SO 1:</b> Identify potential health, safety and security risks in a laundry environment.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify unhealthy conditions in a laundry environment and give the possible effects of each on the health of people working there.</p> <p><b>AC 2:</b> Identify unsafe conditions in a laundry environment and give the risks of each to the safety of people working there.</p> <p><b>AC 3:</b> Identify security risks in a laundry environment and give the possible consequences of each to the security of people and property.</p> <p><b>AC 4:</b> Explain risks of persons gaining unauthorised entry into the laundry facility and potentially hazardous areas relating to safety and security.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> </ul>

	<p><b>SO 2:</b> Describe ways of reducing potential risks to health, safety and security in a laundry environment.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List the principles of reducing potential risks to health, safety and security in a laundry environment in accordance with industry best practice.</p> <p><b>AC 2:</b> Explain reasons for maintaining good housekeeping around work areas and machinery.</p> <p><b>AC 3:</b> Explain reasons for reporting potential health, safety and security risks.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Design poster</li> </ul>
	<p><b>SO 3:</b> Explain ways of dealing with emergency incidents affecting health, safety and security in a laundry environment.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> List emergency incidents in a laundry environment in terms of their root causes.</p> <p><b>AC 2:</b> Explain procedures to deal with emergency incidents in terms of the worksite procedure.</p> <p><b>AC 3:</b> List equipment and infrastructure required to deal with incidents affecting health, safety and security in a workplace and describe the locations.</p> <p><b>AC 4:</b> Take action in an emergency incident is explained to demonstrate understanding.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical activity</li> <li>• Design poster</li> </ul>
7	<p><b>ELO 17:</b> <b>Iron and press laundered items.</b></p> <p><b>SO 1:</b> Prepare for ironing and/or pressing.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Check ironing and/or pressing equipment for cleanliness and visible damage.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical activity</li> </ul>

		<p><b>AC 2:</b> Explain why it is necessary to check ironing and pressing equipment.</p> <p><b>AC 3:</b> Explain the kind of problems that can be caused if the equipment is not ready for use.</p> <p><b>AC 4:</b> Describe the steps to follow when a problem with the equipment is experienced.</p> <p><b>AC 5:</b> Set the temperature on ironing and/or pressing equipment according to safety and work-site procedures.</p> <p><b>AC 6:</b> Explain the reasons for setting the temperature on the ironing and/or pressing equipment.</p>	
		<p><b>AC 7:</b> Check the items for spots, stains and visible cleanliness.</p> <p><b>AC 8:</b> Explain why items are checked for spots, stains and visible cleanliness.</p> <p><b>AC 9:</b> Sort items according to ironing and/or pressing temperature requirements.</p> <p><b>AC 10:</b> Explain why it is important to sort items according to temperature requirements.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical activity</li> </ul>

	<p><b>SO 2:</b> Iron and/or press items.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b>Iron and/or press items.</p> <p><b>AC 2:</b>Explain the consequences of incorrect ironing and pressing.</p> <p><b>AC 3:</b>Explain the consequences of not complying with safety rules.</p> <p><b>AC 4:</b> Determine the quality of his/her work by using a systematic checking procedure.</p> <p><b>AC 5:</b> Explain the value of inspecting his/her work according to quality and economic principles.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 3:</b> Pack ironed and/or pressed items.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Check all items for ironing and/or pressing quality.</p> <p><b>AC 2:</b> Explain why items need to be checked for ironing and pressing quality</p> <p><b>AC 3:</b> Pack items.</p> <p><b>AC 4:</b> Send packed items for finishing.</p> <p><b>AC 5:</b> Explain why items need to be packed and sent for finishing.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical</li> <li>• Demonstration</li> </ul>

8	<p><b>ELO 18:</b> <b>Finish and store pressed and ironed items.</b></p> <p><b>SO 1:</b> Check the quality of the pressed and ironed items.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Check items for spots, overall cleanliness and the quality of pressing and ironing.</p> <p><b>AC 2:</b> Explain the reasons for checking the quality of the pressed and ironed items.</p> <p><b>AC 3:</b> Report damaged items.</p> <p><b>AC 4:</b> Identify to whom damaged items must be reported.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• <b>Assessment task: Practical demonstration</b></li> </ul>
	<p><b>SO 2:</b> Fold and/or prepare pressed and ironed items for storing.</p>	<p><b>AC 1:</b> Fold and/or prepare items.</p> <p><b>AC 2:</b> Explain the result of incorrect folding and preparation.</p> <p><b>AC 3:</b> Inspect the quality of his/her work according to a systematic checking procedure.</p> <p><b>AC 4:</b> Explain the importance of inspecting his/her work.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 3:</b> Store pressed and ironed items for dispatch.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Store the pressed and ironed items in the correct store.</p> <p><b>AC 2:</b> Explain the reasons for storing pressed and ironed items.</p> <p><b>AC 3:</b> Adhere to safety rules during the storing of pressed and ironed items.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical Demonstration</li> </ul> <p><b>Assessment task: Test</b></p>

		<p><b>AC 4:</b> Explain what safety rules should be adhered to during storing of items.</p> <p><b>AC 5:</b> Explain the result of incorrect storing of pressed and ironed items.</p> <p><b>AC 6:</b> Inspect the quality of his/her work according to a systematic checking procedure.</p>	
	<p><b>SO 4:</b> Keep the storage area tidy and secured.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Keep the store clean and tidy.</p> <p><b>AC 2:</b> Explain the reasons for keeping storage areas clean and tidy.</p> <p><b>AC 3:</b> Close and lock the store from unauthorised entrance.</p> <p><b>AC 4:</b> Explain the reasons and importance of closing and locking the store.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
9 - 10	<b>FORMAL ASSESSMENT TASK</b>		
	<p><b>1. Demonstration:</b> Laundry (75%)</p> <p><b>2. Test:</b> Laundry (25%)</p>		

**YEAR 4- ANNUAL TEACHING PLAN**

**TERM 4**

<b>WK</b>	<b>ELO: SO</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1-2	<p><b>ELO 19</b>  <b>Service guest bedroom areas.</b></p> <p><b>SO 1:</b>                      Prepare for cleaning guestrooms.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify and select different types of cleaning materials and equipment in accordance with areas to be cleaned.</p> <p><b>AC 2:</b> Describe surfaces to be cleaned are prepared, and the correct procedure for preparing surfaces for cleaning.</p> <p><b>AC 3:</b> Describe steps to be followed in cleaning guestrooms.</p> <p><b>AC 4:</b> Describe the procedures for checking environmental controls.</p> <p><b>AC 5:</b> Describe the impact of environmental controls to customers and the organisation.</p>	<ul style="list-style-type: none"> <li>• Group discussions on:                             <ul style="list-style-type: none"> <li>○ Hospitality servicing</li> <li>○ Design poster</li> <li>○ Written activity</li> <li>○ Visit to a B&amp;B</li> </ul> </li> </ul>
	<p><b>SO 2:</b>                      Clean guestrooms.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Use the correct cleaning equipment, material and detergent to clean guestrooms.</p> <p><b>AC 2:</b> Cleaned area is free from dust, dirt, debris and removable marks.</p> <p><b>AC 3:</b> Replenish complimentary items and place in accordance with organisational procedures.</p>	<ul style="list-style-type: none"> <li>• Design poster</li> <li>• Practical activity</li> </ul>

		<p><b>AC 4:</b> Serviced areas are free from unpleasant odours.</p> <p><b>AC 5:</b> Check and maintain environmental control system.</p> <p><b>AC 6:</b> Clean equipment and materials where appropriate, and store correctly after use.</p>	
	<p><b>SO 3:</b> Perform end of task procedure.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Communicate essential information about daily occurrences to authority.</p> <p><b>AC 2:</b> Describe decisions made and reasons for action taken in response to unexpected situations.</p> <p><b>AC 3:</b> Report unresolved faults or problems to line management promptly.</p> <p><b>AC 4:</b> Explain ways of improving future performance.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> </ul>
3	<p><b>ELO 20:</b> <b>Prepare beds and handle linen and bed coverings.</b> <b>SO 1:</b> Demonstrated knowledge and understanding of the importance of making beds using clean linen and bed coverings.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the impact of keeping soiled linen and bed coverings separate from clean linen.</p> <p><b>AC 2:</b> Explain measures for securing linen storerooms from unauthorised access.</p> <p><b>AC 3:</b> Explain the importance of turning mattresses over on a regular basis.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> </ul>

		<p><b>AC 4:</b> Describe different bed types and the importance of using the correct type of bed linen and coverings when preparing these beds.</p> <p><b>AC 5:</b> Explain the importance of respecting customer's belongings to ensure customers' satisfaction.</p>	
	<p><b>SO 2:</b> Make beds.</p> <p><b>Outcome Range</b> Range of bed coverings may include but is not limited to: Sheets, blankets, bedspreads, pillowcases, duvet covers, duvet or pillows and mattress covers.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Remove all used bed coverings from beds.</p> <p><b>AC 2:</b> Sort and despatch soiled and used lined and bed coverings.</p> <p><b>AC 3:</b> Collect clean linen and bed coverings from linen store using clean and undamaged transportation.</p> <p><b>AC 4:</b> Check and turn mattresses and bed-base, headboard and check bed coverings to see that they are clean and free from damage.</p> <p><b>AC 5:</b> Make beds with correct linen and bed coverings according to organisational requirements.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical activity</li> </ul>
4	<p><b>ELO 21:</b> <b>Maintain a clean linen supply.</b></p> <p><b>SO 1:</b></p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain measures for preventing unauthorised access to</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical activity</li> </ul>

<p>Demonstrate knowledge and understanding of how to maintain a clean linen supply.</p>	<p>linen receiving and storage areas.</p> <p><b>C 2:</b> Describe clean storage conditions and the effect this can have on linen items.</p> <p><b>AC 3:</b> Explain the importance of maintaining complete and accurate records of clean linen items received, stored and issued.</p> <p><b>AC 4:</b> Explain measures for securing linen stores from unauthorised access.</p> <p><b>AC 5:</b> Explain the importance of maintaining a safe working environment by ensuring receiving areas are clean and tidy at all times.</p>	
<p><b>SO 2:</b> Maintain clean linen supplies.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Check delivered linen supplies against purchase orders to ensure the correct quantity and quality of products has been received.</p> <p><b>AC 2:</b> Complete receiving documentation is completed according to organisational procedures.</p> <p><b>AC 3:</b> Transport clean linen safely to storage area.</p>	<ul style="list-style-type: none"> <li>• Written activity</li> </ul>

	<p><b>Outcome Range</b> Conditions may include but is not limited to: lighting, ventilation, temperature, cleanliness and humidity</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 4:</b> Store linen supplies under the correct conditions.</p> <p><b>AC 5:</b> Demonstrate stock rotation procedures.</p> <p><b>AC 6:</b> Maintain quality control and procedures at all times.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 3:</b> Handle incorrect deliveries or non-compliant situations.</p>	<p><i>The learner must be able to show some ability to:</i></p> <p><b>AC 1:</b> Communicate essential information about daily irregular occurrences to authority using the appropriate lines of communication.</p> <p><b>AC 2:</b> Deal with non-compliant situations with according to organisational procedures and explain the reasons for the actions taken.</p> <p><b>AC 3:</b> Report unresolved faults or problems to line management promptly.</p> <p><b>AC 4:</b> Explain ways of improving future performance.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> </ul>
5	<p><b>ELO 22:</b> <b>Maintain housekeeping supplies.</b></p> <p><b>SO 1:</b> Demonstrate knowledge and understanding of maintaining house-keeping supplies.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Describe stock rotation procedures and benefits.</p> <p><b>AC 2:</b> Explain the importance of maintaining optimum storage conditions.</p>	<ul style="list-style-type: none"> <li>• Group discussions on: <ul style="list-style-type: none"> <li>○ Housekeeping supplies</li> <li>○ Written activity</li> <li>○ Visit to a B&amp;B</li> </ul> </li> </ul>

		<p><b>AC 3:</b> Describe procedures for the correct handling and transporting of goods to storage areas.</p> <p><b>AC 4:</b> Explain safety procedures to ensure a safe working environment when lifting heavy or bulky items.</p> <p><b>AC 5:</b> Explain measures for securing receiving areas from unauthorised access.</p> <p><b>AC 6:</b> Explain the importance of maintaining a safe working environment by ensuring receiving areas are clean and tidy at all times.</p>	
	<p><b>SO 2:</b> Maintain housekeeping supplies</p> <p>Housekeeping supplies may include but is not limited to: Machinery, cleaning equipment and cleaning agents, customer supplies, furnishings, fixtures and fittings.</p>	<p><i>The learner must be able to show some ability to</i></p> <p><b>AC 1:</b> Explain the importance of maintaining a constant stock of housekeeping items.</p> <p><b>AC 2:</b> Conduct stock taking according to organisational procedures.</p> <p><b>AC 3:</b> Report low stock levels of housekeeping items to the appropriate person before minimum levels are reached.</p> <p><b>AC 4:</b> Place orders according to organisational procedure.</p> <p><b>AC 5:</b> Report quality or quantity discrepancies to line manager.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical activity</li> <li>• Written activity</li> </ul>

		<b>AC 6:</b> Sign and deal with documentation according to organisational procedures when receiving stock.	
6	<p><b>ELO 23</b>  <b>Provide a housekeeping service within designated area of work.</b></p> <p><b>SO 1:</b>          Demonstrated knowledge and understanding of the importance of rendering a house keeping service in a home care environment.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain the importance of keeping a home clean and hygienic in terms of the health and safety of clients, visitors and staff.</p> <p><b>AC 2:</b> Explain the importance of following work instructions and routine when performing one's work.</p> <p><b>AC 3:</b> Explain the importance of applying organisational skills in own area of work.</p> <p><b>AC 4:</b> Explain measures to be taken to ensure security of the home.</p> <p><b>AC 5:</b> Explain the importance on interacting with customers in a polite manner in a home environment.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Design poster</li> <li>• Practical demonstration</li> </ul>
	<p><b>SO 2:</b>          Render housekeeping services.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Check daily room allocations and prioritise work accordingly.</p> <p><b>AC 2:</b> Check housekeeping trolleys, machinery, cleaning equipment and cleaning agents to ensure they are readily available for use.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> <li>• Visit to a B&amp;B</li> </ul>

		<p><b>AC 3:</b> Perform work in an organised and efficient manner in order to meet schedules and organisational requirements.</p> <p><b>AC 4:</b> Inspect area cleaned for compliance.</p> <p><b>AC 5:</b> Secure designated areas to ensure maximum security.</p>	
	<p>Unexpected situations may include but are not limited to:            Unauthorised access into storage areas, staff not arriving as per work schedules, pest infestation in guest bedroom and unusual guest requests.</p> <p>Faults/problems may include Machinery, cleaning equipment, furniture and fittings.</p>	<p><b>AC 6:</b> Communicate essential information about daily occurrences to authority as required.</p> <p><b>AC 7:</b> Describe decisions made and reasons for action taken in response to unexpected situations.</p> <p><b>AC 8:</b> Report unresolved faults or problems to line management promptly.</p> <p><b>AC 9:</b> Explain ways of improving performance.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> </ul>
7	<p><b>ELO 24:</b>  <b>Process incoming and outgoing telephone calls.</b></p> <p><b>SO 1:</b>            Employ effective telephone etiquette.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Explain telephone etiquette and answering procedures.</p> <p><b>AC 2:</b> Handle calls with discretion and confidentiality.</p> <p><b>AC 3:</b> Put caller on hold when not conversing directly with the caller.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• <b>Assessment task:</b>  <b>Practical demonstration</b></li> </ul>

	<p><b>SO 2:</b> Answer telephone according to organisational standards.</p>	<p><i>The learner must be able to show some ability to;</i></p> <p><b>AC 1:</b> Answer the telephone promptly.</p> <p><b>AC 2:</b> Greet caller according to organisational requirements.</p> <p><b>AC 3:</b> Acquire relevant caller information during initial interaction.</p> <p><b>AC 4:</b> State the purpose of the call clearly and according to organisational procedures.</p> <p><b>AC 5:</b> Leave messages, if required / requested according to organisational requirements.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Practical demonstration</li> </ul>
8	<p><b>ELO 25:</b> <b>Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.</b></p> <p><b>SO 1:</b> Discuss entrepreneurship.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Describe and discuss entrepreneurship.</p> <p><b>AC 2:</b> Identify, describe and discuss different types of businesses.</p> <p><b>AC 3:</b> Discuss advantages and disadvantages of entrepreneurship.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• <b>Assessment task:</b> <b>Test</b></li> </ul>
	<p><b>SO2:</b> Identify and describe the characteristics of a successful entrepreneur.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Identify characteristics of a successful entrepreneur.</p> <p><b>AC 2:</b> Analyse the importance of each characteristic.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> </ul>

	<p><b>SO 3:</b> Discuss business ethics and social responsibility.</p>	<p><i>The learner must be able to:</i></p> <p><b>AC 1:</b> Discuss the importance of business ethics.</p> <p><b>AC 2:</b> Discuss the need for social responsibility in business.</p>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Written activity</li> </ul>
9 - 10	<b>FORMAL ASSESSMENT TASK</b>		
	<p><b>1. Demonstration:</b></p> <p><b>2. Test:</b></p>	<p>Hospitality: Servicing (75%)</p> <p>Hospitality: Servicing (25%)</p>	