
GOVERNMENT NOTICE

SOUTH AFRICAN QUALIFICATION AUTHORITY

No. 247

17 March 2006



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Hygiene and Cleaning Services

Registered by Organising Field 11, Services, publishes the following qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The qualification can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification should reach SAQA at the address below *and no* later than 20 April 2006. All correspondence should be marked Standards Setting - SGB for Hygiene and Cleaning Services and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

General Education and Training Certificate: Domestic Services

SAQA QUAL ID	QUALIFICATION TITLE		
50377	General Education and Training Certificate: Domestic Services		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Hygiene & Cleaning Services	11		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National Certificate	Services	Personal Care	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 1	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The primary purpose of this qualification is to develop competencies in a learner as required for a career in the Domestic Services Industry.

The qualification is aimed at:

- > Raising the self esteem, personal growth and income of domestic workers.
- > Creating new learning and career paths and progression opportunities for domestic workers, either as employees or through starting their own businesses.
- > Improving the support systems available to employers in their households.
- > Achieving recognition for the contribution of domestic services to the economy.
- > Improving domestic services within homes and communities.
- > Formalising the domestic services industry.
- > Increasing employment opportunities for the unemployed and new entrants into the labour market.

Rationale:

Where it was at first envisaged that domestic services could be incorporated under the qualification, National Certificate in Hygiene and Cleaning Services Level 1, as one of the elective modules, it became apparent that there is a need for a separate qualification after the findings of the CASE study (commissioned by the Department of Labour) were published and the Domestic Services Chamber Board was consulted. Due to the fact that the articulation options are significantly different, this qualification needs to be constructed accordingly.

Factors that impact on this qualification are:

- > The fact that there is a need for Recognition of Prior Learning within the domestic services industry, as a large number of domestic workers already have the skills and knowledge required by the qualification.
- > The minimum wage for domestic servants as determined by the Department of Labour, created the perception amongst employers that they have the right to value-for-money.
- > The fact that Domestic Services are busy formalizing as an industry.

A formal qualification registered on the NQF would allow for:

- > Recognition of learners working within this multi-faceted and multi-skilled industry.
- > Articulation, progression and mobility along nationally recognized career paths.
- > Formal access to related industries such as cleaning and hospitality.
- > Dignity and recognition of the productive contribution made by domestic workers.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

As this is an NQF Level 1 qualification, and therefore the starting point of a career and of training and development in various industries, no formal learning is assumed to be in place.

Recognition of prior learning:

Learners who already work in the domestic industry and who believe that they possess the competencies to enable them to meet all of the outcomes listed in the unit standard will be able to present themselves for assessment against the unit standards of their choice. Once found competent, these learners will be credited.

QUALIFICATION RULES

To obtain this qualification, learners are required to do 39 credits of Fundamental unit standards, 53 for Core, and to select a minimum number of 28 credits from the elective unit standards listed.

EXIT LEVEL OUTCOMES

This qualification was constructed by relying heavily on unit standards already incorporated in two existing qualifications within the Commercial Cleaning and Hospitality industries. The unit standards pitched at Level 2 for the Hospitality Industry were critically reviewed and found to be suitable as the basic cooking skills needed in a Domestic Qualification were covered. These unit standards have also been tested and are currently forming part of the curricula of two leading training providers, providing training on Level 1. The unit standards incorporated from the Commercial Cleaning industry were tested against a target group similar to the expected domestic target group and it was decided that these standards would perfectly fit the purpose of this qualification.

The critical cross-field outcomes are integrated into the assessment criteria of each individual unit standard. Whilst each unit standard is designed to be assessed on its own, (including the critical cross-field outcomes), we have combined unit standards into modules of marketable skills which can be assessed accordingly - within the structure of a skills programme, for example.

Learners aiming to obtain the full qualification will complete all fundamentals and core unit standards, together with the required number of electives. However, learners wishing to complete only certain marketable skills "pockets", will be able to select one or more of the modules in any of skills areas and/or combination of skills areas in identifiable skills programmes.

ASSOCIATED ASSESSMENT CRITERIA

> Integrated assessment:

The assessment of competence in the domestic industry needs to remain practical in nature, and should as far as possible be conducted in the workplace.

> Formative assessment:

This kind of assessment work will typically take place during training and merely serves to guide the learner towards full competence. Such assessment covers areas such as:

- > Hygiene.
- > Communication skills.
- > Individual skills under different circumstances.
- > Combinations of skills under different circumstances,
- > Critical outcomes such as problem solving, communicating with clients and colleagues, practising environmental awareness, working effectively as a member of a team in a cleaning context, practising personal time management and ensuring that there is always sufficient stock on hand to perform the tasks required.

Assessment can be done in any agreed upon method of assessment of the knowledge required to perform the various competencies.

> Summative assessment:

To be allowed access to the final qualifying assessment a learner must show that he/she has reached a level of overall integrated competence. The elements of importance here are overall abilities, problem solving capability and time management. In addition, industry assessors should be satisfied that the learner has achieved that level of competence in all matters in and surrounding the learning fields to be able to take charge of any aspect of domestic work in the chosen field.

The learner's ability to demonstrate competence against a particular unit standard, under real life working conditions and in the presence of an industry-based assessor, will be assessed. The summative assessment can also be used as a diagnostic assessment tool aimed at identifying the learner's skills gaps.

> Assessment centers for assessment against unit standards and summative assessments:

> Workplace assessment:

Learning and assessment should preferably take place on the job as the skills are practical. Assessment against individual unit standards will therefore take place in the workplace in terms of the assessment policy of the Services SETA ETQA. The SGB encourages assessment to take place at the lowest possible level. We will therefore, with the support of the Services SETA ETQA, approach the SGB responsible for the generation of assessment standards with a request to develop an Assessor standard at NQF Level 3.

Workplaces can be used for assessment purposes provided that the appropriate facilities, tools, equipment, chemicals and support systems are available and accessible to both the assessor and the learner. Workplace assessment is required by the domestic industry for the following reasons:

- > Assessment needs to occur in a familiar environment so that the learner is not asked to cope with different equipment and a strange environment at the time of assessment.
- > Assessment needs to take place at the request of the learner, completely voluntary, at a time and venue mutually agreed to by the assessor and the learner.

> Assessment centres:

In the absence of workplace assessment capacity, assessment centres can be used. These will have to be registered and accredited by the Services SETA ETQA, in addition to meeting the quality, document and learner guidance criteria set out by the Services SETA ETQA. It is also expected that the centers will have adequate physical facilities resembling actual cleaning contexts for use in assessment that satisfies domestic industry requirements. These centers could be the centers where domestic workers receive training or workplaces created in an environment providing easy access to the learner (e.g. a kitchen built into a cupboard or into a vehicle).

INTERNATIONAL COMPARABILITY

The SGB used the New Zealand and Australian cleaning standards as a point of departure in comparing the standards internationally. In addition, the appropriate UK Cities & Guilds standards (general cleaning) were reviewed.

Principles from a range of other international standards of practice were incorporated into the unit standards. These include the HACCP and the International Sanitary Supply Association (general cleaning practice).

In addition, the following SABS Codes of Practice were consulted:

- > SABS 049: Hygiene Management.
- > SABS 0330: HACCP Food Safety.
- > SABS 0245: Maintenance of Textile Floor Coverings.
- > SABS 0247: Cleaning of Textile Upholstered Furniture.

We also consulted the following standards developed by the National Contract Cleaners Association:

- > NCCA Cleaning Equipment Standard.
- > NCCA Window Cleaning Safety Standard.

ARTICULATION OPTIONS

Depending on the elective combinations pursued by candidates, this qualification articulates well with the envisaged NQF Level 1 National Certificate in Hygiene and Cleaning.

In the absence of NQF Level 1 qualifications in a number of related fields of learning, this qualification can serve as a useful building block or basis of progression into these industries at NQF Level 2. The industries referred to include:

- > Health Care.
- > Waste Management.
- > Hospitality (accommodation services).
- > Food Production.
- > Retail and Merchandising.
- > Ancillary Health Care.
- > Transport.

As the NQF becomes populated over the next few years, the SGB would be in a better position to put into place articulation agreements that grant recognition of credits from one qualification to another.

MODERATION OPTIONS

The moderator has the following functions:

- > Monitoring and evaluating the standard of all summative assessments in terms of the Services SETA ETQA policy.
- > To review both substantive and process related matters in the case of an appeal against an assessment decision.
- > Maintaining standards by exercising appropriate influence and control over assessors to ensure good standards of practice.
- > Exercising a moderation function in case of a dispute between assessors, or between any assessor and learner.
- > Giving written feedback to Workplace Education and Training Committees and the Services SETA as and when required.
- > Submitting reports to the Services SETA ETQA in terms of the ETQA policy.

The moderator does not necessarily have to be competent against the unit standards assessments under moderation, as his/her primary function is to ensure quality and due process.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessments of competence against the unit standards include all kinds of assessment. It is foreseen that these assessors will be accredited at NQF Level 3. The degree of integrated competence required at this level does not require a final integrated assessment.

As agreed with the Services SETA ETQA, assessors must meet the following requirements:

- > Be an accredited and registered assessor in terms of the Services SETA ETQA Assessment Policy.
- > Be fluent in the official language in which the learner prefers to be assessed.
- > Be able to adequately record assessment responses, minutes of meetings between learner and assessor and any other information that may be needed for the performance of moderation activities.
- > Be competent and accredited against the unit standard to be assessed.
- > Be a fair and approachable person and have time available for assessment activities.
- > In the event of an outstanding appeal against an assessment decision, (lodged with the Services SETA ETQA or a duly constituted Workplace Education and Training Committee), the assessor will not be allowed to perform further assessments.

In addition, assessors must meet the requirements as described in workplace assessment.

NOTES

This qualification replaces qualification 23853, "GETC: Domestic Services", Level 1, 141 credits.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	12510 Maintain effective work relationships in a cleaning environment	Level 1	4	Reregistered
core	12514 Maintain personal hygiene, health and presentation	Level 1	4	Reregistered
Core	12515 Identify surfaces, soilage and its cleaning procedures	Level 1	4	Reregistered
Core	12517 Use chemicals in cleaning procedures	Level 1	4	Reregistered

core	12518 Handle and store cleaning chemicals	Level 1	4	Reregistered
core	12519 Clean and maintain toilets and urinals	Level 1	4	Reregistered
core	12520 Understand basic cleaning principles and perform basic cleaning tasks	Level 1	6	Reregistered
core	12522 Clean and maintain restrooms and bathrooms	Level 1	4	Reregistered
core	14658 Clean floors in a domestic environment	Level 1	4	Registered
COFE	14663 Maintain a domestic housekeeping service	Level 1	4	Registered
COFE	15091 Plan to manage one's time	Level 1	3	Registered
core	15092 Plan and manage personal finances	Level 1	5	Registered
COFE	7602 Prepare beds and handle linen and bed coverings	Level 2	2	Reregistered
Core	7605 Service guest bedroom areas	Level 2	1	Reregistered
Elective	10006 Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities	Level 1	2	Reregistered
Elective	10007 Identify, analyse and select business opportunities	Level 1	3	Reregistered
Elective	10009 Demonstrate the ability to start and run a business and adapt to a changing business environment	Level 1	3	Reregistered
Elective	12113 Wash items in a laundry	Level 1	5	Reregistered
Elective	12115 Finish and store pressed and ironed items	Level 1	5	Reregistered
Elective	12117 Iron and press laundered items	Level 1	3	Reregistered
Elective	12511 Apply quality principles in everyday cleaning tasks	Level 1	4	Reregistered
Elective	12512 Practice environmental awareness	Level 1	4	Reregistered
Elective	12523 Clean above the floor surfaces	Level 1	4	Reregistered
Elective	12525 Identify, collect, classify and handle waste	Level 1	4	Reregistered
Elective	12528 Clean small kitchens, kitchenettes and tea kitchens	Level 1	10	Reregistered
Elective	12529 Clean windows, frames and glass panels	Level 1	4	Reregistered
Elective	12530 Remove spots from carpets	Level 1	4	Reregistered
Elective	14444 Demonstrate an understanding of a general business plan and adapt it to a selected business idea	Level 1	7	Reregistered
Elective	7659 Prepare fruit for hot and cold dishes	Level 2	1	Reregistered
Elective	7660 Prepare vegetables for hot and cold dishes	Level 2	2	Reregistered
Elective	7661 Prepare cold and hot sandwiches and rolls	Level 2	2	Reregistered
Elective	7662 Prepare and microwave food	Level 2	1	Reregistered
Elective	7665 Prepare and grill food	Level 2	1	Reregistered
Elective	7677 Prepare, cook and assemble food for quick service	Level 2	2	Reregistered
Elective	7678 Prepare and cook battered fish and chipped potatoes	Level 2	1	Reregistered
Elective	7697 Prepare and bake food	Level 2	1	Reregistered
Elective	7701 Prepare and boil, poach or steam foods	Level 2	1	Reregistered
Elective	7748 Handle and store food	Level 2	2	Reregistered
Elective	7762 Prepare and cook basic rice dishes	Level 2	2	Reregistered
Elective	7802 Prepare and cook basic egg dishes	Level 2	2	Reregistered
Elective	7805 Prepare and cook basic pasta dishes	Level 2	2	Reregistered
Elective	7808 Prepare and cook vegetables for basic hot and cold dishes	Level 2	2	Reregistered
Elective	7809 Prepare and cook basic fruit dishes	Level 2	2	Reregistered
Elective	7810 Prepare and cook starch	Level 2	1	Reregistered
Elective	7811 Prepare and cook basic vegetable protein dishes	Level 2	1	Reregistered
Fundamental	7447 Working with numbers in various contexts	Level 1	6	Reregistered
Fundamental	7449 Critically analyse how mathematics is used in social, political and economic relations	Level 1	2	Reregistered
Fundamental	7451 Collect, analyse, use and communicate numerical data	Level 1	2	Reregistered
Fundamental	7461 Use maps to access and communicate information concerning routes, location and direction	Level 1	1	Reregistered
Fundamental	7463 Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Reregistered
Fundamental	7464 Analyse cultural products and processes as representations of shape, space and time	Level 1	2	Reregistered
Fundamental	14084 Demonstrate an understanding of and use the numbering system	Level 1	1	Registered
Fundamental	119631 Explore and use a variety of strategies to learn	Level 1	5	Registered

Fundamental	119635 Engage in a range of speaking/signing and listening interactions for a variety of purposes	Level 1	6	Registered
Fundamental	119636 Write/Sign for a variety of different purposes	Level 1	6	Registered
Fundamental	119640 Read/view and respond to a range of text types	Level 1	6	Registered
