



Valuing prior Learning, Building Qualifications



Comprehensive Modularized qualification procedure in the cleaning sector (final proposal)

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1. Introduction

The modularization of training pathways represents a fundamental element for making qualification procedures more flexible and coherent with learning processes in which experiential dimensions are strictly linked to non formal and formal training. This document aims at designing the possible structure in modules, of existing basic qualifications available in Switzerland in the cleaning sector – from the E2 certificate recognized by the CCT in French speaking regions of Switzerland to the Federal IVET Certificate, corresponding to a full IVET qualification in the sector. It draws on:

- The contents of the VQTS Matrix, helping us define areas and steps of development of competences, according to work processes and related operational tasks
- The existing competence profiles and curricula provided by Federal Professional regulations active in the cleaning sector, as well as the training plan of the former qualification of “cleaner of buildings” (actually replaced by the “Cleaner” profile), already structured in modules by the COEF, in 2012
- The Guidelines for designing modules and modular paths delivered by ModuQua, the Swiss competence center for the accreditation of Modules, managed by the SFAL (SVEB/FSEA).

2. Basic features of a Modular System

According to the above mentioned Guidelines, a modular system has to be understood bearing in mind some key features and concepts:

A consistent and homogeneous vision of what a Module represents: as the basic elements of a modular system, modules are a component of a learning path always leading to a comprehensive competence, enabling a person to perform, at a certain level of responsibilities and autonomy, certain occupational or non-occupational tasks and functions.

The principle of accumulation of learning outcomes (fully coherent with the EQF – ECVET logic): in a modular system, each module is linked with other modules, envisaging partial and full qualifications; modules could refer to a fundamental competence (in this sense a compulsory part of a training path) or to a complementary component (elective modules). Modules are usually part of one or more aggregates (*Bausatz*), forming kits corresponding to a set of competences defining at least partial qualifications. A modular system as a whole is composed by building blocks (*Baukasten*). A building block includes several kits, smaller aggregates of Modules, and a kit can also include several modules. Aggregates of modules and kits normally define different levels of qualification, according to steps of development; these levels are defined by a taxonomy (to be selected according to diverse existing models), and by some general principles of complexity of tasks, autonomy, responsibility.

The principle of certification of learning outcomes: in a modular system also smaller units of a qualification path are certified, on the basis of an assessment of learning outcomes, independently from the mode of their acquisition. Modules normally foresee the issuing of a certificate. A professional diploma can be acquired by combining different certifications, at the end of a learning process.

A competence based approach to the description of partial and full qualifications: descriptors are based on the reality of work processes, and competences describe a successful behavior in a concrete situation (work performance); competences are therefore described in terms of “being able to...”, whether they are professional or non-professional, corresponding in the second case to actions / applications needed to perform a certain task in a correct way (i.e. *being able to apply safety rules, or principles of sustainability, in using a tool, a product, etc.*). Competence based descriptors can be complemented by the articulation of learning outcomes in knowledge, skills and attitudes, mobilized by the people in a job situation in order to perform the expected task.

The valuation of any kind of learning performance: Modules are described and complemented by criteria and indicators for the assessment of learning outcomes in such a way that non-formal and informal learning performances can be fully taken into consideration. At least in the Swiss model, the modularisation of learning pathways is strictly linked at the implementation of principles and practices of validation of learning outcomes, according to diverse modalities and goals

The involvement of stakeholders and actors in the design, management and update of qualifications: any modular system implies the establishment of a career-oriented coordination site or steering commission, responsible for setting up modules, accrediting and coordinating modular training offers; this is a complex task, as far as modules often refers to several professional or educational qualifications and a certain consensus of field actors on the validity of modules and certifications is needed to make the system flexible, affordable and transparent.

A structured quality assurance system: this system – implying the above mentioned involvement of stakeholders, professional associations and relevant actors – is normally based on the constitution of a Quality Assurance Committee (QSK), working under the supervision of the coordination site (BEKOM). A QSK ensures the accreditation of training offers, and any decision about the issuing of final partial and full qualifications, and certificates of informal / non formal learning outcomes. The BEKOM can also take over the function of the appeal body for decisions of its affiliated QSK, or could in some cases exert itself the functions of a QSK.

3. Designing a Module

In a modular path, each Module should be described according to an homogeneous format, including the following information:

1. Short title of the module, referring to the competences (in action) to which the Module relates.

A well formulated title makes understanding of learning outcomes transparent for interested people, and makes easier the storage and retrieval of the Module in a Data Base.

2. Competence based descriptions:

Competence based descriptors of learning outcomes – for each Module and Learning Unit - are the core element of a Modular structure. Key statements for the formulation of competencies are:

- After the completion of the module *participants will be able to...* or *can do...*, but also knowledge acquired through a learning process can be considered (*participants will have notions about...*)
- Competences are described mentioning a precise operative setting

Competence levels, regardless of career fields and specific reference systems, have to be defined according to the following overarching criteria:

- Complexity of the task (simple, structured tasks or coping with complex problems)
- Width of the scope (only clearly defined, predictable situations or broad field of application)
- Degree of autonomy (application under the guidance of autonomous or under coordination) and responsibility (concerning the outputs, and/or other collaborators)

Furthermore some elements are to be considered:

- The level of competence: goals have to be formulated with reference to a specified level, using words reminding a taxonomy (the ModuQua Guidelines don't consider a fix model, but suggest to use one in a coherent way)
- The function of the module within a qualification or learning path have to be clarified, particularly considering basic modules, on which other modules build
- The comprehensive nature of competences and the correlation with observable / measurable performances have to be taken into account: module and units must relate to operative tasks, and complete performances, defined by outputs.

Also the operative conditions in which competences are put in action play a fundamental role in descriptions: which are the actual requirements for realizing the task in a specific context? Example: if teamwork and interdisciplinary work are a key condition, they should be mentioned in the description of competences...

3. Requirements

Entry requirements have to be specified, with reference to personal resources (i.e. basic education, diploma, etc.) and to the structure of the path. Example: the preliminary achievement of other modules is needed, a certain knowledge, Skills and experience is needed, etc.

4. Objectives (learning outcomes or performance goals):

Statements about expected results of the learning process. They describe specific Knowledge, skills, abilities and attitudes, understanding that the learners will acquire visiting the Module. Learning outcomes should be described according to the EU Mainstream approach (see EQF descriptors), in order to facilitate their readability and positioning in a general and comparable framework. Objectives must be verifiable, corresponding to observable and measurable performances. Furthermore they should include in the description also attitudes and personal / social resources to be mobilized for realizing a specific task. A clear definition of learning outcomes is much more important of the definition of contents / issues to be dealt with in a training process (output orientation vs. traditional input oriented approach of many regulatory frameworks). The choice of learning and training methods and settings is normally left in a Modular path to Institutions offering training, which are expected to accredit their offers, aimed at reaching coherent learning outcomes, according to Quality Assurance rules.

The comprehensive qualification profile identified by the COEF included tasks of:

- Management and planning
- Preparation of the workplace and materials
- Execution of cleaning tasks (3 levels)
- Control and corrections / improvements
- Execution of specific tasks related to disinfection
- Health and Safety at the workplace, environmental sustainability
- Personal and social (transversal) skills

Modules were defined, however, in a quite different way with respect to the standards provided by the ModuQua system: in fact the duration of each Module (between 1 and 2 training days) was corresponding more to the typical duration of a learning unit, when competence areas were in some cases exceeding the dimension of a Module, incorporating distinct activities, and in a couple of cases also transversal attitudes and behaviors expected to be integrated in dealing with work processes as actually occurring at the workplace. We drew on that structure, in any case, using the approach defined by the VQTS Matrix elaborated in the framework of the project, in order to design a comprehensive Modular system capable of representing a continuous progress in the mastery of professional tasks, focusing on the range of operative tasks going from a not qualified but experienced worker to a fully qualified one (at the level of IVET certificate), but paving the road at the same time to further career developments at the level of coordination and management tasks.

5. Mapping Swiss qualifications in the cleaning sector using the VQTS Matrix

The overarching Modular structure developed on the basis of the Matrix crosscuts existing qualifications, both recognized in Switzerland by collective agreements (such as the one in force since 1.1.2014 in French speaking regions) and by Federal certifications, corresponding to 2 years practical training and 3 years full IVET qualification; therefore Modules are thought to identify learning outcomes corresponding to:

- E2 category (CCT) - 1 conventional Module
- AFP (2 years training certification)
- CFC (3 years)

Using the Matrix, competences related to work processes characterizing the sector can be mapped according to the following profiles, in which:

- The **yellow** area defines basic competences corresponding to the E2 level;
- The **green** area, additional competences corresponding to the AFP (2 years training) level;
- The **blue** area, additional competences corresponding to the CFC (3 years training) level.



Modular steps of development of qualifications

Steps of competence development					
<p>1 Performing current and regular maintenance cleaning (waste removal, furniture, equipment-surfaces and soils) of business premises (offices, corridors, meeting rooms), collective housing, classrooms and industrial premises</p>	<p>He/She can remove dirt and dust using cleaning materials and simple devices (vacuum cleaner), applying proper and safe working procedures. He/She has minimal notions about the types of materials and sidings and uses and doses products according to supervisor instructions. He/She can work in a team and communicate verbally with his/her superiors and other team members. He/She can organise, report and assess the result of his/her work. He/She is aware of client's comfort (avoiding noise, disturbance, etc.).</p>	<p>He/She can select and prepare the appropriate materials and sidings. He/She is able to read written instructions and intervene alone. He/She can show to other team members how to perform tasks, communicate with his/her superiors, and people in the premises.</p>	<p>He/She masters intermediate cleaning and can use machines such as burnishing machine, spray cleaning, carpet stain removal, etc. He/She knows the materials and the products and can select the suitable machines (single-disc) and cleaning accessories (discs, brushes). He/She is able to plan and adapt his/her work according to the needs.</p>	<p>He/She can plan instruct, explain and evaluate the work of a team, recruit and train new employees. He/She makes sure that team members know about, understand and comply with established cleaning procedures, safety, environmental and/or other standards. He/She is the spokesperson with people in the premises/clients (in case of complaints). He/She can communicate and provide feedback to management.</p>	<p>He/She can set appropriate standards and establish correct cleaning procedures. He/She has extensive knowledge about products, equipment and facility management and makes sure that adequate supplies of all cleaning materials are always available. He/She is responsible for a large team and able to estimate the time required for the services. He/She can communicate with clients (prepare an offer, invoice, contract). He/She evaluates (with/without a client) the quality of the services provided.</p>
<p>2 Performing periodic cleaning and treatment of business premises including the use of complex machines or processes (stripping paint, installation of fillers or emulsion, shampoos, injection, extraction, waxing floors, crystallisation)</p>	<p>He/She has basic chemistry knowledge, can identify the types of materials and sidings and recognise the types of soils. He/She can select and dose products, use simple machines, equipment and accessories, and apply proper and safe working procedures. He/She can take care of the machines and fix simple breakdowns. He/she is integrated into an intervention team, follows supervisor instructions and can communicate verbally with his/her superiors and other team members. He/she is able to assess the result of his/her work and is aware of client's comfort (avoiding noise, disturbance, etc.).</p>	<p>He/She can select appropriate machines, equipment and accessories, relating to his/her foreman. He/She is able to plan and adapt his/her methods according to the needs and the deadlines. He/She informs his/her responsible about the progress/achievement of his/her tasks, difficulties and malfunctions. He/She can intervene alone, understand written instructions and communicate with his/her superiors, other team members and people in the premises. He/She can sign work orders and is able to assess the quality of his/her work.</p>	<p>He/She can set appropriate safety, environmental and/or other standards and establish correct cleaning procedures. He/She has extensive knowledge about products, equipment and facility management and makes sure that adequate supplies of all cleaning materials are always available. He/She can guide a team (plan, instruct, explain and evaluate the work of the team, recruit and train new employees). He/She is able to estimate the time required for the services and adapt it to the needs (unexpected risks and constraints). He/She can communicate with clients (reach an agreement on achieved work) and management. He/She is the spokesperson for the organisation with people in the premises/clients (in case of complaints).</p>		



<p>3 Performing regular maintenance cleaning of sanitary facilities (toilets, showers, changing rooms, kitchens, dining halls).</p>	<p>He/She has minimal notions about the types of materials, sidings and sanitary products and knows the sequence of cleaning procedures and basic disinfection. He/She doses products following supervisor instructions, uses simple devices (toilet bowl, glass cleaners) and can take care of his/her equipment. He/She can work in a team and communicate verbally with his/her superiors and other team members. He/She applies the safety regulations and is able to assess the result of his/her work. He/She is aware of client's comfort (avoiding noise, disturbance, etc.).</p>	<p>He/She has basic chemistry knowledge, can identify and select the appropriate materials and sidings. He/She can fix simple breakdowns of his/her equipment/devices. He/She can intervene alone, understand written instructions and communicate with his/her superiors, other team members and people in the premises. He/She is able to show to other team members how to perform work tasks and to assess the quality of his/her work.</p>	<p>He/She can plan, instruct, explain and evaluate the work of a team, recruit and train new employees. He/She makes sure that team members know about, understand and comply with established cleaning procedures safety, environmental and/or other standards. He/She knows the materials, the products and can adapt them to the needs. He/She can communicate with clients and management. He/She is the spokesperson for the organisation with people in the premises/clients (in case of complaints).</p>	<p>He/She can set appropriate safety, environmental and/or other standards and establish correct cleaning procedures. He/She has extensive knowledge about products, equipment and facility management and makes sure that adequate supplies of all cleaning materials are always available. He/She is responsible for a large team, plans, organises and adapts the work of the team according to the needs and is able to calculate the time required to perform the services. He/She evaluates (with/without a client) the quality of the services provided.</p>
<p>4 Cleaning and disinfection in health care premises such as patient room, patient exam room, waiting room, dining area</p>	<p>He/She can perform general cleaning (dirt and dust removal, scouring powders, toilet bowl, glass cleaners, etc.) and disinfection. He/She is able to use appropriate cleaners, according to the surface type (floor, blood pressure equipment, bed, exam table, etc.). He/She can perform his/her tasks following a schedule and supervisor instructions. He/She can work in a team and communicate verbally with other team members and his/her superiors. He/She applies the relevant safety regulations, can save the working means after work, fill in control documentation, report and assess the quality of his/her work.</p>	<p>He/She has basic chemistry knowledge and is able to select appropriate cleaners and equipment, supervised by the foreman. He/She can work in a team or intervene alone, understand written instructions and communicate with his/her superiors, patients, visitors and medical staff.</p>	<p>He/She can supervise, monitor and keep records of cleaning and disinfection procedures; evaluate the results and prepare work schedules, including time and facility management. He/She can select and purchase cleaning chemicals and make sure that adequate supplies of all cleaning materials are always available. He/She can plan, organise and adapt the work of a team according to the needs (can change the plan under unexpected circumstances).</p>	
<p>5 Cleaning, disinfection and sterilisation in ultra-sanitised building and healthcare premises (surgery rooms, pharmaceutical and medicine manufacturing premises etc.)</p>	<p>He/She can perform general cleaning and disinfection using the appropriate disinfectant (for tile floor, trash can, wall equipment, window, operating table, etc.). He/She is able to perform sterilisation of rooms under direct supervision. He/She can apply proper and safe working procedures and remove and store cleaned items to prevent re-contamination. He/She can work in a team and communicate verbally with other team members and his/her superiors. He/She is able to save the working means after work, fill in control documentation, report and assess the quality of his/her work.</p>	<p>He/She is responsible for a team, can supervise and monitor cleaning, disinfection and sterilisation procedures, evaluate the results, prepare work schedules, and report on the work of the team to his/her superiors. He/She is capable to instruct others and make sure that team members know about, understand and comply with established cleaning procedures, safety, environmental and/or other standards.</p>	<p>He/She has an extensive knowledge about materials, products, equipment and facility management, can select and purchase cleaning chemicals. He/She makes sure that adequate supplies of all cleaning materials are always available. He/She is responsible for various small teams, can plan, organise and adapt the work according to the needs (and change the plan under unexpected circumstances). He/She is able to calculate the time required to perform the services.</p>	





<p>6 Performing maintenance cleaning of hard floors using mechanical equipment: sweeper, industrial floor-cleaning machine</p>	<p>He/She has basic chemistry knowledge, can identify the types of materials and sidings, select and dose products according to instructions and select accessories (discs, brushes). He/She can select the machines (sweeper, industrial floor-cleaning machine, ride-on, etc.), drive and manoeuvre them, ensuring the safety instructions (also in presence of public). He/She is able to mark the work area and fix simple breakdowns of his/her equipment (maintenance, batteries, engine, etc.). He/She can intervene alone, understand written instructions and communicate in a simple way with his/her superiors and people in the premises. He/She is aware of client's comfort (avoiding noise, disturbance, etc.) and is able to assess the result of his/her work.</p>	<p>He/She knows the materials, the products and the facility management and can adapt them to the needs. He/She can plan, instruct, explain and evaluate the work of a team, recruit and train new employees. He/She makes sure that team members know about, understand and comply with established cleaning procedures safety, environmental and/or other standards. He/She can communicate with clients and management and is the spokesperson with people in the premises/clients (in case of complaints).</p>	<p>He/She has extensive knowledge about materials, products, equipment and facility management and makes sure that adequate supplies of all cleaning materials are always available. He/She is responsible for a large team, plans and organises the work and is able to estimate the time required to perform the services. He/She can communicate with clients and management. He/She is able to evaluate (with/without a client) the quality of the services provided.</p>
<p>7 Cleaning metallic and stone facades and surfaces, using proper equipment</p>	<p>He/She can differentiate between acidic and alkaline cleansers and knows about their effects on different surfaces. He/She can use specialised cleaning methods (high pressure cleaning, sand blasting, etc.) following supervisor instructions. He/She can work in a team and communicate verbally with his/her superiors and other team members. He/She can work safely at all times and all places complying with health and safety regulations.</p>	<p>He/She can identify different types of facades and surfaces and select and use appropriate cleansers. He/She can safely arrange and use (moving) platforms. He/She masters specialised cleaning methods for removing dirt from facades and surfaces. He/She can work in a team or intervene alone, understand verbal and written instructions.</p>	<p>He/She is responsible for a team, can monitor the cleaning process, plan and organise the work and estimate the time required to perform the services. He/She can judge the effects of a cleanser on the surface; preserve historic buildings (their facades and surfaces) and maintain electrically driven cleaning utensils (i.e. for high pressure cleaning). He/She knows facility management and can communicate with clients.</p>
<p>8 Performing cleaning of glasses and glazed facades</p>	<p>He/She can remove dirt and dust using different glass cleaning techniques (incl. "American window cleaning"). He/She can identify the types of materials and sidings following instructions. He/She is able to settle the work area, using a pole (up to 4m), safety step grate and ladder (up to 4m) and unsettle it after completing his/her work. He/She can maintain his/her equipment and materials. He/She uses personal protective means (gloves, safety shoes, safety helmet, safety harness, safety rope, safety snap hook, etc.). He/She can work in a team and communicate verbally with his/her superiors and other team members. He/She can apply client-oriented behaviour (dress code, correction measures, etc.) and is aware of client's comfort (avoiding noise, disturbance, etc.). He/She performs his/her work following safety instructions, can assess and correct its result.</p>	<p>He/She can select types of materials and sidings and means of lifting according to the characteristics of the work site, constraints and safety instructions. He/she can install, move and use specific means of lifting (ladder, including drawer slide, elevated work platform - Cherry picker, scaffolding, ropes, etc.). He/She can intervene alone and adapt his/her methods according to the needs. He/She can understand written instructions (operation sheet) and communicate with people in the premises and client representatives. He/She can report to his/her superiors about the progress of his/her tasks, difficulties, malfunctions and client claims. He/She can sign work orders and evaluate (with/without a client) the quality of the services provided. He/She can show to new employees how to perform the tasks.</p>	<p>He/She has extensive knowledge about materials, products and facility management and can adapt them to the needs. He/She can organise the positioning of the rented means (bucket truck, elevated work platform, scaffolding, etc.) on the work site. He/She can guide a team (plan, instruct, explain and evaluate the work of the team, recruit new employees). He/She can communicate with clients (reach an agreement upon achieved work) and management. He/She is the spokesperson with people in the premises/clients (in case of complaints). He/She is able to calculate the time for the services and the costs for specific materials. He/She is in charge of the application of safety and environmental standards.</p>





<p>9 Cleaning in hotel rooms and catering premises such as restaurants, cafés, etc.</p>	<p>He/She can perform general cleaning and disinfection (empty garbage cans, separate waste, sweeping, vacuum and floor cleaning, making the bed/change sheets (hotels), cleaning napkins and tablecloths (restaurants). He/She has minimal notions about the types of materials and sidings and uses and doses products according to supervisor instructions and safety rules. He/She can work in a team; communicate verbally with his/her superiors and other team members. He/She can organise, report and assess the result of his/her work.</p>	<p>He/She can select and prepare the appropriate types of materials and sidings. He/She has basic knowledge and skills for textile cleaning (beddings, curtains, carpets, etc.). He/She can read written instructions, intervene alone or in a team and can show to other team members how to perform tasks. He/She can communicate with his/her superiors and clients. He/She has knowledge about emergency rules.</p>	<p>He/She is in charge of optimisation of work processes. He/She can plan, instruct, explain and assesses the work of a team, recruit and train new employees. He/She is the spokesperson for the organisation with people in the premises/clients (in case of complaints). He/She is in charge of the application of safety and environmental standards.</p>	<p>He/She has extensive knowledge about materials, facility management, can select and purchase products and equipment. He/She is responsible for a large team and able to estimate the time required for the services. He/She can communicate with clients (prepare an offer, invoice, contract, etc.) and management. He/She can evaluate the quality of the services provided.</p>
<p>10 Cleaning in food industry premises</p>	<p>He/She can select appropriate equipment and chemicals, apply proper and safe working procedures (incl. use of personal protective equipment) and prepare surrounding area (remove or cover food). He/She can remove loose and easily removed soil by sweeping, wiping or pre-rinsing, wash the surface using a detergent and appropriate hand tools (brushes, clothes, etc.). He/She is able to use heat or a suitable chemical disinfectant, remove and store cleaned items to prevent re-contamination. He/She can remove, clean/disinfect, dry and safely store cleaning equipment and as necessary, repair and maintain/ replace defective equipment, followed by safe storage. He/She can intervene alone or in a team, communicate verbally with his/her superiors and other team members.</p>	<p>He/She can identify the cleaning chemicals and equipment required, set appropriate safety, environmental and/or other standards, establish the correct cleaning procedures. He/She is responsible for a team and makes sure that team members know about, understand and comply with the standards and procedures. He/She can train and instruct employees in the safe and efficient use of cleaning chemicals, equipment etc. He/She can communicate with clients and management and is the spokesperson for the organisation with people in the premises/clients (in case of complaints).</p>	<p>He/She is responsible for a large team, can ensure that adequate supplies of all cleaning materials are always available and is able to monitor standards and keep records. He/She can motivate employees to maintain hygiene standards by refresher training/instruction, displaying publicity material, direct supervisory contact, taking any necessary disciplinary action. He/She can take any corrective action (i.e. re-cleaning) that may be necessary.</p>	
<p>11 Cleaning of streets and public open spaces (bus and rail stations, underground, airports) including waste management</p>	<p>He/She has a basic knowledge about recycling and disposal rules and can work safely at all times and all places following safety and health regulations. He/She can entitle the manual equipment for collecting waste and cleaning streets and public places. He/She can work in a team and communicate verbally with his/her superiors and other team members.</p>	<p>He/She can master the separation and disposal of waste. He/She is able to handle manual equipment to collect waste and clean streets and public places. He/She can intervene alone or in a team and is able to show to other team members how to perform tasks.</p>	<p>He/She can monitor and judge cleaning and waste management and optimise work processes. He/She can guide a team (plan, instruct, explain and evaluate the work of the team)</p>	



<p>12 Deep cleaning and recovery, including after-disaster cleaning (fire, soot, smoke, water, oil, vandalism - graffiti removal) and cleaning after construction (removing trash and debris, sawdust and particles)</p>	<p>He/She can perform simple tasks i.e. remove trash, dirt and debris from the interior and around the exterior of premises and place it to the designated dumpster; clean tubs, toilets, inside of cabinets, scrape, wash, clean and polish the outside and inside surfaces of windows, clean and shine plumbing and electrical fixtures, vacuum carpeted areas, dust and wet mop hard surface floors, dust walls, etc. He/She can use simple devices, applying proper and safe working procedures. He/she is integrated into an intervention team, follows supervisor instructions and can communicate verbally with his/her superiors and other team members. He/she is able to assess the result of his/her work.</p>	<p>He/She can perform more complex tasks (bio-hazard decontamination and cleaning, cleaning and sterilisation of animal fouling areas, etc.). He/She has the required chemistry knowledge to select appropriate equipment and chemicals and can use complex machines or processes. He/She is able to plan and adapt his/her work according to the needs. He/she can intervene alone or in a team and can show to other team members how to perform tasks. He/She can communicate with his/her superiors and clients.</p>	<p>He/She can plan instruct, explain and evaluate the work of a team, recruit and train new employees. He/She makes sure that team members know about, understand and comply with established cleaning procedures safety, environmental and/or other standards. He/She is the spokesperson for the organisation with people in the premises/clients (in case of complaints). He/She can communicate and provide feedback to the management.</p>	<p>He/She manages operational and managerial tasks (marketing, policy, accounting, auditing, etc.). He/She has extensive knowledge about products, equipment and facility management and makes sure that adequate supplies of all cleaning materials are always available. He/She can communicate with clients (prepare an offer, invoice, contract) and evaluate (with/without a client) the quality of the services provided.</p>
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6. Structuring Swiss qualifications in the cleaning sector in Modules (proposal)

Modules, and units of learning, are described in as follows, according to a structure coherent with the ModuQua Guidelines, taking into account principles defined by the ECVET system, and the Guidelines developed by the “Quality by Units” LLP project (see the Valbuk brochure. In particular Modules and Units have been developed involving experts and social partners, aiming at:

Referring learning outcomes to typical occupational working and business processes

Units refer to a comprehensive professional action, and are put in relation to the level of mastery expected by a skilled worker (levels are defined by the ability to plan, execute and evaluate a work task independently or not). Learning outcomes cover a professional action that could be assessed and mapped against recognised standards.

Ensuring transparency, readability and taking into account any mode of learning and teaching.

Learning outcomes are clearly understandable to all the actors. They are theoretically conceived to be assessed independently from the nature (formal, non formal, informal) of the learning process. In practice in our proposal existing regulations are taken into account, and therefore assessment procedures are actually limited to these conditions, but the principles of recognition and valuation of experiential learning are thought to guide training design (as occurred in the piloting phase).

Assessment and validation of learning outcomes are crucial components of any modular system. In our model they take place in different moments (intake phase and along the process) and for different purposes (formative and summative). Diverse means and tools are exploited: tests facilitating appreciation and self-evaluation of basic skills, observation and verification of practical skills and understanding, both during work or by means of simulations and/or criterion based

interview. Prior learning is compared with existing standards. Some standards, valid for each module, guide the definition of assessment procedures:

Assessment and assessment results must be comparable, independently from place of learning and assessment.

Assessment is based on real work assignments, possibly in the work context or in contexts designed close to the real work situation. The ability to plan, execute and evaluate independently, as well as the ability to perform in unexpected situations should be part of the assessment. This includes that cross-occupational/interdisciplinary questions about security, ecological and safe behaviors should be part of the assessment.

Assess and appreciate professional, personal and social competences through multiple assessment methods.

Personal and social competences must be part of the assessment. Assessment takes place during a learning process (formative) and after learning has been completed (summative). Different assessment methods are combined. Especially interactive assessment methods can be used to gather evidence for observable as well as indications on non-observable outcomes.

The qualification of experts in charge of assessing learning outcomes must be ensured

Assessors - whether they are involved in actual training or not - should have the necessary knowledge, skills and competences in order to assess candidates. More than ever that includes methodological and pedagogical skills. Assessors should be given the opportunity to acquire these competences, by different means.

Assessment and valuation of prior learning (VPL) paves the road to a personalized learning and qualification plan. Access to training occurs through a practical assessment of prior learning and existing knowledge and skills, according to a “*Bilan*” articulated into 6 sessions of 3 hours each, plus an individual interview, including tests related to the verification of basic skills and linguistic proficiency, practical works and guidance:

- 1st meeting - Introduction, definition of individual action plans, linguistic test
- 2nd meeting - CV, preparation of personal dossiers and verification of basic skills, guidance about the qualification procedure
- 3rd meeting – guidance about the training program and verification of general education knowledge
- Individual interviews : Analysis of personal dossiers and guidance, definition of final action plans
- 4th meeting : guidance about the VET system and qualification process
- 5th meeting: guidance about work and contractual conditions in the sector
- 6th meeting : practical work and assessment of professional skills, definition of personalized learning paths

VPL is implemented as a component of training provisions, personal development strategies and human resource management (HRM) of work organisations.



Module 1

Title	Maintenance cleaning
Learning modes / spaces	Work experience in a company complemented by lessons at the training centre
Entry requirements	<ul style="list-style-type: none"> ➤ Level A2 of the concerned language; ➤ 2 years of experience in a cleaning company.
Competences	<p>He/She can remove dirt and dust using cleaning materials and simple devices (vacuum cleaner), applying proper and safe working procedures. He/She has minimal notions about the types of materials and sidings and uses and doses products according to supervisor instructions.</p> <p>He/She can select and prepare the appropriate materials and sidings.</p> <p>He/She has minimal notions about the types of materials, sidings and sanitary products and knows the sequence of cleaning procedures and basic disinfection.</p> <p>He/She doses products following supervisor instructions, uses simple devices (toilet bowl, glass cleaners) and can take care of his/her equipment.</p> <p>He/She can perform general cleaning (dirt and dust removal, scouring powders, toilet bowl, glass cleaners, etc.) and disinfection. He/She is able to use appropriate cleaners, according to the surface type (floor, blood pressure equipment, bed, exam table, etc.). Working in Hotel and restaurants: empty garbage cans, separate waste, sweeping, vacuum and floor cleaning, making the bed/change sheets (hotels), cleaning napkins and tablecloths (restaurants)</p> <p>He/She applies the relevant safety regulations, can save the working means after work, fill in control documentation, report and assess the quality of his/her work.</p> <p>He/She has minimal notions about the types of materials and sidings and uses and doses products according to supervisor instructions and safety rules.</p> <p>He/She can perform his/her tasks following a schedule and supervisor instructions</p> <p>He/She applies the safety regulations and is able to assess the result of his/her work. He/She is aware of client's comfort (avoiding noise, disturbance, etc.).</p> <p>He/She is able to read written instructions and intervene alone. He/She can work in a team; communicate verbally with his/her superiors and other team members.</p> <p>He/She can organise, report and assess the result of his/her work. He/She can show to other team members how to perform tasks, communicate with his/her superiors, and people in the premises.</p>
Competence Assessment	<p>Exam (practical exercise)</p> <p>Requirements to apply:</p> <ul style="list-style-type: none"> - 2 years of work experience in the sector - Preparatory training (learning units)
Level	Workers category E2 (experienced), level 2 EQF
Learning outcomes (Knowledge, skills, attitudes)	<ul style="list-style-type: none"> • Basic knowledge of products and cleaning materials • Basic knowledge about waste removal and selection, surfaces, materials • Basic skills in using ordinary cleaning tools and machines • Team and passive / active communication skills (A2 level)
Contents	<p>Work preparation</p> <p>Apply proper and safe working procedures; Minimal notions about the types of materials and sidings and sanitary products. Sequence of cleaning procedures and basic disinfection. Read written instructions and intervene alone; Work in a team and communicate verbally with his/her superiors and other team members; etc..</p> <p>Maintenance cleaning</p> <p>Use of simple devices (toilet bowl, glass cleaners). Ordinary care of equipment. Features of maintenance cleaning in different premises. Cleaning of sanitary facilities, in hotel rooms and catering premises. Use and dose of products</p>



Learning time	7 learning units assembled in a Module of 60 hours divided into 10 days of 6 hours in the cleaning company.
Certification	Certificate of vocational training of maintenance issued by <i>l'Ecole genevoise de la propreté</i> (EGP) or <i>la Maison romande de la propreté</i> (MRP) and whose contractual working time do not exceed 18 hours per week.
Validity of certifications	Stable in time – could be used as a basic Module for the completion of a preparatory course for the final exam art. 33 (AFP – CFC “Agent de propreté”)

Module 2

Title	Intermediate, periodic and recovery cleaning in different premises – cleaning of windows and glasses - disinfection
Learning modes / spaces	Company complemented by lessons at the training centre
Entry requirements	<ul style="list-style-type: none"> ➤ Level A2 of the concerned language ➤ 2 years of experience in a cleaning company ➤ Competences corresponding to Module 1
Competences	<p>He/She masters intermediate and periodic cleaning processes and can use machines such as burnishing machine, spray cleaning, carpet stain removal, etc.</p> <p>He/She can remove dirt and dust using different glass cleaning techniques (incl. ‘American window cleaning’). He/She can identify the types of materials and sidings following instructions.</p> <p>He/she knows how to perform textile cleaning (beddings, curtains, carpets...)</p> <p>He/She can clean in food industry premises, select appropriate equipment and chemicals, apply proper and safe working procedures (incl. use of personal protective equipment) and prepare surrounding area (remove or cover food).</p> <p>He/She can remove loose and easily removed soil by sweeping, wiping or pre-rinsing, wash the surface using a detergent and appropriate hand tools (brushes, clothes, etc.).</p> <p>He/she can perform maintenance and extraordinary cleaning of hard floors using mechanical equipment: sweeper, industrial floor-cleaning machine.</p> <p>He/she can perform cleaning of metallic and stone facades and surfaces, using proper equipment. He/She can differentiate between acidic and alkaline cleansers and knows about their effects on different surfaces. He/She can use specialised cleaning methods (high pressure cleaning, sand blasting, etc.) following supervisor instructions.</p> <p>He/She is able to use heat or a suitable chemical disinfectant, remove and store cleaned items to prevent re-contamination. He/She can remove, clean/disinfect, dry and safely store cleaning equipment and as necessary, repair and maintain/ replace defective equipment, followed by safe storage. He/She is able to perform sterilisation of rooms under direct supervision. He/She can apply proper and safe working procedures and remove and store cleaned items to prevent re-contamination.</p> <p>He/She has a basic knowledge about recycling and disposal rules and can work safely at all times and all places following safety and health regulations. He/She can master the separation and disposal of waste. He/She can entitle the manual equipment for collecting waste and cleaning streets and public places.</p> <p>He/She can perform simple tasks i.e. remove trash, dirt and debris from the interior and around the exterior of premises and place it to the designated dumpster; clean tubs, toilets, inside of cabinets, scrape, wash, clean and polish the outside and inside surfaces of windows, clean and shine plumbing and electrical fixtures, vacuum carpeted areas, dust and wet mob hard surface floors, dust walls, etc.</p>

Competence assessment	Practical work (practical exercise or observation at the workplace plus interview) Requirements to apply: <ul style="list-style-type: none"> - Certification corresponding to “E2” (Module 1) - Preparatory training (learning units) or personal dossier of validation (reference: Swiss Guidelines for validating informal and non formal learning in IVET)
Level	Workers category E2 (experienced), level 2 EQF - with Attestation of Module
Learning outcomes (Knowledge, skills, attitudes)	<ul style="list-style-type: none"> • Good knowledge of products and cleaning materials • Good knowledge about waste removal and selection, surfaces, materials • Knowledge about chemistry • Skills in using and maintaining ordinary cleaning tools and machines • Ability to plan their own work according to conditions of the context • Attitude to move and behave correctly with users and clients present in the premises • Team and passive / active communication skills (A2 to B1 level)
Contents	Intermediate, periodic and recovery cleaning – of different surfaces and in diverse premises Use and maintenance of complex cleaning devices and tools. Communication codes with superiors, other team members; clients. Features of intermediate and deep cleaning activities in different business premises, collective housing, classrooms, Hotels and restaurants and industrial premises; cleaning of windows and glasses; deep cleaning of sanitary facilities (toilets, showers, changing rooms, kitchens, dining halls); cleaning and disinfection in healthcare premises; cleaning at the end of construction works and after calamities etc.
Learning time	Module of 60 hours, articulated in learning units (intermediate and periodic cleaning, cleaning of windows and glasses, cleaning of hard stone surfaces and facades, cleaning in healthcare premises and disinfection, cleaning after calamities...)
Certification	Certificate of Module (combined with the other Modular certificates it enables the access to the final exam for the achievement of the Federal certificate of practical training – AFP). It also enables the access to the Module 7 (preparation to the Final exam art. 33)
Validity of certifications	5 years for the completion of the Path, and the registration at the final exam (art. 33)

Module 3

Title	Work preparation, planning, reporting and evaluation
Learning modes / spaces	Company complemented by lessons at the training centre
Entry requirements	<ul style="list-style-type: none"> ➤ Level A2 of the concerned language ➤ 2 years of experience in a cleaning company ➤ Competences corresponding to Module 1
Competences	<p>He/She has basic chemistry knowledge, can identify the types of materials and sidings and recognise the types of soils. He/She can select and dose products and apply proper and safe working procedures. He/She can take care of the machines and fix simple breakdowns.</p> <p>He/She can select the suitable machines and cleaning accessories according to the characteristics of the work site, constraints and safety instructions.</p> <p>He/She is able to plan and adapt his/her work according to the needs.</p> <p>He/She knows and uses personal protective means (gloves, safety shoes, safety helmet, safety harness, safety rope, safety snap hook, etc.).</p> <p>He/she can install, move and use specific means of lifting (ladder, including drawer slide, elevated work platform - Cherry picker, scaffolding, ropes, etc.).</p> <p>He/She can intervene alone and adapt his/her methods according to the needs.</p> <p>He/She can work in a team and communicate verbally with his/her superiors and other team members.</p> <p>He/She can understand written instructions and communicate with his/her superiors and other team members or clients.</p> <p>He/She can apply client-oriented behaviour (dress code, correction measures, etc.) and is aware of client's comfort (avoiding noise, disturbance, etc.).</p> <p>He/she is able to assess the result of his/her work and is aware of client's comfort (avoiding noise, disturbance, etc.), patients, visitors and medical staff.</p> <p>He/She can report to his/her superiors about the progress of his/her tasks, difficulties, malfunctions and client claims. He/She can sign work orders and evaluate (with/without a client) the quality of the services provided</p>
Competence assessment	<p>Practical work (practical exercise plus interview)</p> <p>Requirements to apply:</p> <ul style="list-style-type: none"> - Certification corresponding to "E2" (Module 1) - Preparatory training (learning units) or personal dossier of validation (reference: Swiss Guidelines for validating informal and non formal learning in IVET)
Level	Workers category E2 (experienced), level 2 EQF – with Attestation of Module
Learning outcomes (Knowledge, skills, attitudes)	<ul style="list-style-type: none"> • Good knowledge about cleaning procedures and processes • Knowledge about chemistry, materials and products • Knowledge about the protection of environment, and health and safety • Ability to plan their own work, according to the conditions of the context • Team work and passive / active communication skills (A2 to B1 level)
Contents	<p>Work preparation</p> <p>Identify and apply proper and safe working procedures for cleaning in diverse contexts. Solid notions about the types of materials and sidings. Selection and preparation of materials and sidings. Sequence of cleaning procedures. Work planning and reporting.</p>
Learning time	Module of 40 hours

Certification	Certificate of Module (combined with the other Modular certificates it enables the access to the final exam for the achievement of the Federal certificate of practical training – AFP). It also enables the access to the Module 7 (preparation to the Final exam art. 33)
Validity of certifications	5 years for the completion of the Path, and the registration at the final exam (art. 33)

Module 4

Title	Recovery of basic skills (math)
Learning modes / spaces	Lessons at the training centre
Entry requirements	<ul style="list-style-type: none"> ➤ Level A2 (entry) ➤ Assessment of prior learning and definition of a personalized learning path
Competences	He/she can perform simple calculations and elementary mathematic operations
Competence assessment	Tests (intermediate) for a formative assessment, and on-going personalization of the path (individual coaching).
Level	The possession of basic skills in math is a compulsory component for passing the final exam for the achievement of the AFP or CFC certifications (level 3 EQF)
Learning outcomes (Knowledge, skills, attitudes)	<ul style="list-style-type: none"> • Elementary notions of math and calculation
Contents	Math: use of numbers, elementary operations, fractions, percentages; notions of geometry, calculation of surfaces and perimeters; notions of algebraic calculation
Learning time	Module of 30 hours, plus 6 hours individual accompaniment
Certification	<p><u>Optional Module – addressed to the learners with specific needs (see above)</u></p> <p>Attestation of Module</p> <p>Together with Modules related to professional knowledge, and in combination with preparatory training to the final exam (Module 8 of the path), paves the road to final exams for the achievement of a Federal Certification (AFP / CFC or IVET full qualification)</p>
Validity of certifications	Correlated to the participation at the final exam

Module 5

Title	General education
Learning modes / spaces	Lessons at the training centre
Entry requirements	<ul style="list-style-type: none"> ➤ Level A2 (entry) of the concerned language ➤ Assessment of prior learning and definition of a personalized learning path
Competences	He/she knows, and can operationalise in a written and oral form, the fundamental notions about history, society, civil rights and economy foreseen by Federal regulations for the achievement of an IVET qualification (general education framework program)
Competence assessment	<p>Tests (intermediate) for a formative assessment, and on-going personalization of the path (individual coaching)</p> <p>At the end, candidates applying for the final exam art 33 will produce a personal work, to be presented during the final summative assessment.</p> <p>As an alternative, candidates could apply for the validation of prior learning, accordingly to regulations established for the validation of general education in the IVET sector</p>
Level	General education is a compulsory component for the achievement of the AFP or CFC certifications (level 3 EQF)
Learning outcomes (Knowledge, skills, attitudes)	<ul style="list-style-type: none"> • Basic knowledge about society, history, economy of Switzerland • Capability of using a local language (at least B1 level orally) in order to discuss about the issues dealt with by the Module
Contents	<p>Society and economy</p> <p>History of Switzerland, notions of geography, rights and legislation, knowledge about economy and functions in an enterprise</p>
Learning time	Module of 84 hours, plus 10 hours individual coaching and accompaniment
Certification	<p><u>Optional Module - addressed to the learners with specific needs (see above)</u></p> <p>Attestation of Module</p> <p>Together with Modules related to professional knowledge, and in combination with preparatory training to the final exam (Module 8 of the path), paves the road to final exams for the achievement of a Federal Certification (AFP / CFC or IVET full qualification)</p>
Validity of certifications	Correlated to the participation at the final exam

Module 6

Title	L2 – professional oriented language
Learning modes / spaces	Lessons at the training centre
Entry requirements	➤ Level A2 of the concerned language (entry)
Competences	<p>He/she masters a B1 level of proficiency in the local language, in communicating orally with superiors, colleagues, clients and occupants of the premises in which cleaning takes place</p> <p>He/she masters a B1 level of proficiency in the local language, in understanding written and oral instructions of superiors, and in relating with colleagues, clients and occupants of the premises in which cleaning takes place</p> <p>He/she masters at least a A2 level of proficiency in the local language, in using written language, in order to communicate with superiors and colleagues, producing short reports, notes, etc. concerning cleaning activities</p>
Competence assessment	<p>Tests (intermediate) for a formative assessment, and on-going personalization of the path (individual coaching)</p> <p>Final assessment of learning outcomes, based on “fide” evaluation instruments</p>
Level	The possession of linguistic skills corresponding to a B1 level is a compulsory component for passing the final exam for the achievement of the AFP or CFC certifications (level 3 EQF)
Learning outcomes (Knowledge, skills, attitudes)	See the CEFR (European reference Framework for language learning) descriptors, corresponding to a B1 level of linguistic proficiency
Contents	<ul style="list-style-type: none"> • Consolidation of basic knowledge (A1): naming main activities in cleaning, tools and machines; describe products and understand their use, daily planning of work, orienting in a context and building, fixing dates and time of interventions, simple dialogs at the workplace, understanding written instructions • Enhancing A2 mastery: telephone conversation, understanding and applying safety rules, managing emergencies, writing a simple work report and filling in forms, communicating with superiors and colleagues, order, select and dose products • Implementing B1 elements: treating variances and complaints, managing conflicts, cooperating in a team, taking care of reports and formal communication, managing mishaps and incidents (in oral and written form)
Learning time	Module of 60 hours
Certification	<p><u>Optional Module - addressed to the learners with specific needs (see above)</u></p> <p>Attestation of Module</p> <p>Together with Modules related to professional knowledge, and in combination with preparatory training to the final exam (Module 7 of the path), paves the road to final exams for the achievement of a Federal Certification (AFP / CFC or IVET full qualification)</p>
Validity of certifications	Stable in time (no limitation)

Module 7

Title	Preparation at the final exam (art. 33 – CFC)
Learning modes / spaces	Company complemented by lessons and practical work at the training centre
Entry requirements	<ul style="list-style-type: none"> ➤ Level A2 → B1 of the concerned language ➤ 5 years of work experience in a cleaning company (to be considered at the moment of registration at the exam) ➤ Competences corresponding to Module , and attestation of competences of Modules 2 to 6
Competences	<p>The aim of the Module is to integrate and upgrade the competences foreseen by previous Modules, in terms of autonomy, capacity of self-evaluation and improvement of the performed tasks, responsibility as spoke person for the clients and the other members of a work team. The Module aims at preparing the final exam for the achievement of a full qualification.</p> <p>A qualified cleaner can:</p> <ul style="list-style-type: none"> • Perform in autonomy maintenance, intermediate and periodic cleaning, taking care of preserving the value of the objects, premises and equipments along time • Analyse and plan his/her activity according to economical effective results and respecting hygienic standards as well as the environment • Use products in a safe and correct way, knowing chemical compositions, and rules of exploitation • Use and take care of tools and machines of different complexity, according to safety rules, and in an economical effective way • Select and implement working procedures and methods, according to safety and environmental rules • apply in an aware and respectful way norms and standards of hygiene, health and safety at the workplace • mobilize his/her methodological competences, with reference to organisation of the work process, interdisciplinary approach and treatment of information • mobilize his/her personal and social competences, with reference to autonomy and responsibility, communication, management of conflicts, team building, management of stress and ecological awareness
Competence assessment	<p>Exam (theoretical and practical parts – Individual work for general education)</p> <p>Requirements to apply:</p> <ul style="list-style-type: none"> - Certification corresponding to “E2” (Module 1) - Certified work experience (at least 5 years) - Complete preparatory training (Modules 2 to 6 or equivalent) - As an alternative: possession of a AFP
Level	Qualified worker (CFC), level 3 EQF
Learning outcomes (Knowledge, skills, attitudes)	The Module aims at preparing the final exam art. 33 – Learning outcomes
Contents	<ul style="list-style-type: none"> • Management and planning, preparation of the workplace and materials • Execution of cleaning tasks and disinfection • Control and corrections / improvements • Health and Safety at the workplace, environmental sustainability

	<ul style="list-style-type: none"> Personal and social (transversal) skills
Learning time	Module of 30 hours, articulated in 12 hours of preparation to theoretical exam, and 18 hours of laboratory (practical work)
Certification	Federal Certificate of Capacity (IVET full qualification) – passing the final exam
Validity of certifications	Stable in time (no limit)

Overview of the Modular pathway

