



Basic Cleaner

Practical workbook
Supervisor

Practice workbook Basic Cleaner – version Practice supervisor

Introduction

The participant will practice in company skills for the profession of Basic Cleaner. The participant practices the skills by carrying out various practical assignments. By performing these assignments several times, the participant learns to perform the work increasingly well.

The practical supervisor (mentor) guides and coaches the participant. That means you:

- Instruct and explain the practical assignments to the participant
- Instruct in the use of machines and aids
- Listen to and understand the learner
- Are not immediately ready with a judgment
- Analyze and see where the participant still has difficulties
- See mistakes as opportunities to learn
- Encourage the participant when he does well
- Specifically point out things that are not going well yet
- Give feedback to help a participant improve
- Ask open questions to the participant
- Are a support and refuge for the participant

Guidance in carrying out the practical assignments

The participant will work on various practical assignments in the workplace. First, he performs an introductory assignment. In this assignment you help the participant to record everything.

In this assignment, the participant gets an idea of what the profession of Basic Cleaner entails, collects contact details and makes a step-by-step plan with your help. The nature of the work of the company and the client is examined.

Discuss the detailed assignment with the participant. Is everything clear? Does the participant know which step to take? Is the schedule realistic?

Also discuss at what times the participant can come to you with questions and when you will give him feedback on his work.

There are five different practical assignments for the Basic Cleaner participant that he must perform at least 3 times. As a supervisor, you provide feedback and suggest points for improvement on the basis of each assignment performed.

You base the feedback on the professional competences and criteria that go with it. With this you can easily substantiate your opinion.

Professional competencies Basic Cleaner

Competency 1. Works safely, hygienically, cost-effectively and environmentally conscious *Behavioral criteria*

- Identifies and reports unsafe situations and non-environmentally conscious actions.

- Responds alertly and actively to the emergence of unsafe situations.
- Acts appropriately in emergency situations.
- Deals efficiently and consciously with the material/raw materials.
- Keeps the workplace tidy and clean.
- Uses materials, tools and prescribed PPE correctly.
- Checks own PPE.
- Addresses colleagues on careless use of PPE .
- Collects waste/residual material and sorts it according to regulations.
- Disposes of waste/residual material in accordance with regulations.
- Performs all work in accordance with the applicable regulations for safety, working conditions and the environment.
- Points out the risks of unsafe situations to others.
- Suggest improvements for non-environmentally aware actions.
- Addresses others on unsafe and/or non-environmentally aware behavior.

Competency 2. Plan and organize the work

Behavioral criteria

- Uses relevant information, such as instructions and work order.
- Prepares materials, tools and equipment for use.
- Works according to safety procedures regulations and work instructions.
- Calls in the manager or colleagues if necessary.

Competency 3. Uses the right materials and resources

Behavioral criteria

- Knows the uses of materials and resources.
- Makes responsible use of materials and resources.
- Handles materials and resources efficiently.
- Does not make improper use of materials and resources.
- Stores materials and resources in a clean and safe place.

Competency 5. Communicates with colleagues, supervisor and external parties

Behavioral criteria

- Uses correct manners.
- Adapts to company culture.
- Makes work arrangements with colleagues.
- Fulfills work agreements made or informs in a timely manner that this is not possible.
- Listens carefully and shows patience.
- Asks for necessary information.
- Asks colleagues for help if he can't figure it out.
- Presents a problem in a clear manner to supervisor or those involved.
- Actively participates in work discussions.
- Works in good harmony with colleagues and supervisor.
- Contributes to a positive work atmosphere.
- Asks for clarification if necessary.
- Shows interest in (the work) of others.
- Gets a message across briefly and clearly.

Competency 6. Collaborates with others*Behavioral criteria*

- Keeps to the agreements.
- Asks colleagues for help if he can't figure it out himself.
- Shows motivation.
- Treats all colleagues equally.
- Shares relevant information with colleagues.

Competency 7. Ensures quality of work performed*Behavioral criteria*

- Consults with colleagues, managers and external parties.
- Signals deviations and reports this.
- Works according to procedures and regulations.
- Checks own work during and after the performance of tasks.

Competence 8. Works on own development*Behavioral criteria*

- Maps out with the manager what is going well and what is not yet going well.
- Determines with the manager which activities he must undertake for this purpose.
- Undertakes the activities agreed with the manager.
- Applies new working methods in consultation.
- Follows training sessions and/or courses.

Competence 9. Handles changes well*Behavioral criteria*

- Deals with ambiguity and uncertainty in the right way.
- Adapts to changing circumstances.
- Makes an active contribution to the implementation of changes and innovations.

Select three competences that the participant still needs to work on and indicate for each competence which behavioral criteria are the most important points for attention for this participant. Share this as feedback with the participant.

In addition, indicate which competencies the participant already does well. Motivate your choice with some behavioral criteria that the participant already demonstrates very well.

An example:

In the assessment of participant 1 you noticed that he works sloppily and does not know exactly how the aids work.

You select from three competencies that this participant must work with: 1. Works safely, hygienically, cost- and environmentally consciously, 3. Uses the right materials and resources and 6. Works together with others.

The next step: You determine for each competency which behavioral criteria the participant should improve in particular. For competency 1. This is, for example: Keeps the workplace clear and clean and Collects waste and sorts it according to regulations.

Make the following overview of this feedback.

Competence	What requires attention
1. Works safely, hygienically, cost and environmentally conscious	Keeps the workplace tidy and clean
	Collects waste and sorts it according to regulations.
3. Uses the right materials and resources	Handles materials and resources efficiently.
	Knows the uses of materials and resources.
6. Collaborates with others	Asks for help if he can't figure it out on his own
	Shares relevant information with colleagues

Participant 1 also showed his strengths. Also mention that in the feedback.

You select 2 or 3 competences on which this participant scores well. For example: 2. Plans and organizes the work and 5. Communicates with colleagues, supervisors and external parties.

The participant shows the strengths per competency in the following behavioral criteria. At Competency 2. Uses relevant information, such as instructions and work order and Works according to safety procedures, regulations and work instructions.

You can also put this feedback in an overview:

Competence	What are you good at
2. Plans and organizes the work.	Uses relevant information, such as instructions and work order
	Works according to safety procedures, regulations and work instructions
5. Communicates with colleagues, managers and external parties.	Uses correct manners.
	Contributes to a positive working atmosphere.

Give the participant feedback in the overviews and explain it orally. The participant knows that he has to pay extra attention to the points of attention indicated. The participant also knows what he scores particularly well on.

When the participant does the assignment for the second and third time, take this feedback back. Is there improvement? If so, in which parts?

Evaluate the program regularly with the participant's manager.

If the participant is not skilled enough after performing the same practical assignment 3 times, you can decide in consultation with the manager to have the participant perform this assignment a fourth or fifth time.

If you think that the participant is not suitable for the profession, you should also discuss this with the participant's manager.

Completion of practical assignments and planning of the final test

The participant who has shown that he can perform all practical assignments well, may take a final test.

In the final test, the participant carries out a practical assignment.

The company determines where the participant can perform the final test and chooses an assignment that is relevant to a Basic Cleaner and in which the participant can show all his skills.

During the final test, the participant carries out the assignment completely independently, without further guidance.

The performed assignment is assessed on the basis of the assessment form below.

Core task: Carry out cleaning work			
1.1 Prepares for the work	I	G	N
Understands the given instruction about the work to be performed <ul style="list-style-type: none"> • Listens carefully and shows patience • Asks for necessary information • Asks if something is not clear 			
Gathers the right materials and tools <ul style="list-style-type: none"> • Prepares materials and tools for use, according to instructions • Checks own PPE • Knows the possible uses of materials and resources 			
Checks the security of the location <ul style="list-style-type: none"> • Identifies and reports an unsafe situation • Responds alertly and actively to unsafe situations 			
1.2 Cleans the object according to the instruction	I	G	N
Performs cleaning tasks. <ul style="list-style-type: none"> • The designated objects are clean, including hard-to-reach places • The materials and tools have been used correctly • Handles materials and resources with care 			
Works according to instruction. <ul style="list-style-type: none"> • Works according to procedures and regulations • Checks own work during execution • Calls in the manager or colleagues if necessary 			

Works accurately and within the agreed time. <ul style="list-style-type: none"> • Sticks to the agreements • Shows motivation 			
1.3 Safe disposal and clean up	I	G	N
Disposes of the waste according to regulations. <ul style="list-style-type: none"> • Disposes of waste/residual material in accordance with regulations • Addresses others about unsafe and/or non-environmentally conscious behaviour • Makes suggestions for non-environmentally conscious actions 			
Cleans up the used materials and tools. <ul style="list-style-type: none"> • Cleans used tools after use • Checks whether tools are still functioning properly • Checks if materials are not exhausted • Safely stores materials and resources 			
I: Insufficient G: Good N: Not observed Total assessment final test: Pass / Fail*			

The participant must score Good for all parts to pass the final test.

A maximum of 3 underlying points of attention may be given the score 'N: Not observed.

Discuss the assessed assignment with the participant afterwards. Then you also give the result of the final test to the participant.

If the participant has passed the final test, the Basic Cleaner module is completed.

If the participant has not passed, you discuss which practical assignments the participant can perform again in the workplace to gain even more experience.

*If you assess the final test with two people, the first step is to compare the scores of both assessors and arrive at a common point of view. You discuss this common position with the participant.