



**KULTUSMINISTER  
KONFERENZ**

**RAHMENLEARPLAN**  
**for the apprenticeship occupation of**  
**building cleaner**

(Resolution of the Conference of Ministers of Education and Cultural Affairs of 14.12.2018)

## **Part I Preliminary remarks**

This framework curriculum for vocational education and training at vocational schools has been adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder and coordinated with the corresponding federal training regulations (issued by the Federal Ministry for Economic Affairs and Energy or the competent ministry in agreement with the Federal Ministry of Education and Research).

The framework curriculum is basically based on the level of the lower secondary school leaving certificate or comparable qualifications. It does not contain any methodological specifications for teaching. The framework curriculum describes occupation-related minimum requirements with regard to the qualifications to be acquired.

The federal training regulations and the framework curriculum of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder as well as the curricula of the Länder for the inter-occupational learning area regulate the objectives and content of vocational training. On this basis, pupils acquire a qualification in a recognised training occupation as well as a certificate from the vocational school.

The Länder adopt the framework curriculum directly or implement it in their own curricula. In the second case, they ensure that the specifications of the framework curriculum for subject and time coordination with the respective training regulations are maintained.

## **Part II Educational mission of the vocational school**

The vocational school and the training companies fulfil a joint educational mandate in dual vocational training.

The vocational school is an independent place of learning that operates on the basis of the framework agreement on the vocational school (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of 12 March 2015). It works as an equal partner with the other parties involved in vocational education and training and has the task of imparting vocational and cross-occupational skills to the pupils. This enables the pupils to fulfil the specific tasks in the occupation and to help shape the world of work and society in a socially, economically and ecologically responsible manner, especially against the background of changing requirements. This includes the promotion of young people's competences

- for personal and structural reflection,
- on lifelong learning,
- professional and individual flexibility and mobility in view of the growing together of Europe.

on.

Instruction at the vocational school is based on the federally uniform regulations issued for each state-recognised training occupation. In addition, the regulations and school laws of the Länder issued for the vocational school apply.

In order to fulfil its educational mandate, the vocational school must ensure a differentiated educational offer that

- develop action-oriented learning arrangements in didactic planning for the school year that are coordinated with in-company training,
- enables inclusive teaching with appropriate individual support against the background of different experiences, abilities and talents of all pupils,
- sensitised to health maintenance as well as specific accident risks at work, in private life and in society,
- The programme shows the perspectives of different forms of employment, including entrepreneurial self-employment, in order to support self-responsible career and life planning,
- is aligned with the relevant scientific findings and results with regard to competence development and competence assessment.

The central goal of vocational school is to promote the development of comprehensive action competence. Action competence is understood as the readiness and ability of the individual to behave in professional, social and private situations in an appropriately thought-out manner as well as in an individually and socially responsible manner.

**Action competence** unfolds in the dimensions of professional competence, self-competence and social competence.

**Professional competence**

Willingness and ability to solve tasks and problems in a goal-oriented, appropriate, methodical and independent manner on the basis of professional knowledge and skills and to assess the result.

**Self-competence<sup>1</sup>**

Willingness and ability, as an individual personality, to clarify, think through and assess development opportunities, requirements and restrictions in family, work and public life, to develop one's own talents and to make and develop life plans. It includes qualities such as independence, critical faculties, self-confidence, reliability, sense of responsibility and duty. In particular, it also includes the development of well thought-out values and self-determined commitment to values.

**Social competence**

Willingness and ability to live and shape social relationships, to grasp and understand attentions and tensions, and to engage and communicate with others rationally and responsibly. This includes in particular the development of social responsibility and solidarity.

Methodological competence, communicative competence and learning competence are immanent parts of professional competence, self-competence and social competence.

**Methodological competence**

Willingness and ability to proceed in a targeted, planned manner when dealing with tasks and problems (for example, when planning work steps).

**Communicative competence**

Willingness and ability to understand and shape communicative situations. This includes perceiving, understanding and presenting one's own intentions and needs as well as those of the partners.

**Learning competence**

Willingness and ability to understand, evaluate and classify information about facts and contexts in mental structures on a continuous basis and together with others. Learning competence also includes, in particular, the ability and willingness to develop learning techniques and learning strategies at work and beyond the workplace and to use these for lifelong learning.

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<sup>1</sup> The term "self-competence" replaces the previously used term "human competence". It takes greater account of the specific educational mandate of the vocational school and picks up on the systematisation of the DQR.

### Part III Didactic Principles

In order to fulfil the educational mandate of the vocational school, young people are enabled to independently plan, carry out and assess work tasks within the framework of their occupation.

Learning in vocational school aims at the development of comprehensive action competence. With the didactically justified practical implementation - or at least the intellectual penetration - of all phases of a vocational action in learning situations, learning is carried out in and from work.

Action-oriented teaching within the framework of the learning field concept is primarily oriented towards action-systematic structures and represents a changed perspective compared to primarily subject-systematic teaching. According to learning theory and didactic knowledge, the following points of orientation are to be taken into account when planning and implementing action-oriented teaching in learning situations:

- Didactic reference points are situations that are significant for professional practice.
- Learning takes place in complete actions, preferably carried out by oneself or at least mentally reproduced.
- Actions promote a holistic understanding of professional reality, for example technical, safety-related, economic, legal, ecological and social aspects.
- Actions draw on learners' experiences and reflect on them in terms of their social impact.
- Actions also take into account social processes, for example the declaration of interests or conflict resolution, as well as different perspectives on career and life planning.

## Part IV Job-related preliminary remarks

This framework curriculum for vocational training as a building cleaner is coordinated with the Ordinance on Vocational Training as a Building Cleaner of 04.07.2019 (BGBl. I p. 892).

The framework curriculum for the training occupation of building cleaner (decision of the Standing Conference of the Ministers of Education and Cultural Affairs of 25 March 1999) is repealed by the present framework curriculum.

The competences required for the examination area of economics and social studies are taught on the basis of the "Elemente für den Unterricht der Berufsschule im Bereich Wirtschafts- und Sozialkunde gewerblich-technischer Ausbildungsberufe" (Elements for teaching economics and social studies at vocational schools for industrial and technical occupations) (resolution of the Conference of Ministers of Culture of 7 May 2008).

In addition to the occupational profile (Federal Institute for Vocational Education and Training at <http://www.bibb.de>), the following aspects are important in vocational school teaching:

The learning fields are based on work and business processes in operational reality, are oriented towards customer orders and take elements of quality assurance into account. They are to be implemented didactically and methodically in such a way that they lead to occupation-related and cross-occupation competence. The competences describe the level of qualification at the end of the learning process and represent the minimum scope. Contents are only listed in italics if the competences described in the formulation of objectives are to be concretised or restricted.

In view of technological and social change, the objectives of the learning fields are openly formulated. Within the scope of its possibilities, the school decides independently in cooperation with the training companies on the content of the learning situations, taking into account the regionally different characteristics. The individual schools are thus given more creative tasks and greater didactic responsibility. There is a close factual connection between the framework curriculum and the training framework plan for in-company training. It is recommended to use both plans as a basis for designing exemplary learning situations in the individual learning fields.

Personality traits such as the ability to work in a team and to communicate as well as the ability to take customer wishes and intercultural characteristics into account are essential for the professional competence of building cleaners. This includes the ability to work independently within the framework of the respective work assignment and the responsible handling of the customer's property. In addition to a corresponding professional competence, this also requires a pronounced self-, social and methodological competence.

The use of job-related software and computer-assisted machines and devices as well as information and communication technologies are an integral part of the learning fields, taking data protection and data security into account. The same applies to the methods of information procurement and processing as well as the presentation of results.

The foreign language objectives are integrated into the learning fields.

The dimensions of sustainability - economic, ecological and social - must be taken into account when implementing the learning fields. Competences in the areas of quality assurance, occupational safety and health protection are consistent objectives of all learning fields and must be taken into account when planning work processes.

The learning fields build on each other in a spiral curriculum. They open up the possibility of a holistic implementation with an orientation to the operational production processes.

The training structure is divided into two training phases before and after Part 1 of the final examination. The competences of learning fields 1 to 6 of the framework curriculum are coordinated with the qualifications of the training regulations and thus form the basis for Part 1 of the final examination.

**Part V Learning fields**

<b>Overview of the learning fields for the training occupation of building cleaner</b>				
<b>Learning fields</b>		<b>Time guidelines in lessons</b>		
<b>No.</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
1	Presenting profession and company	40		
2	Cleaning glass surfaces	80		
3	Treat textile surfaces	60		
4	Treat elastic coverings	100		
5	Clean, maintain and refurbish wood and stone surfaces.		60	
6	Cleaning sanitary facilities		80	
7	Disinfect surfaces		100	
8	Treat pest infestation		40	
9	Cleaning and conserving facades			80
10	Cleaning and maintaining outdoor facilities			40
11	Cleaning industrial plants			60
12	Organise and carry out treatment procedures			100
<b>Totals: 840 hours in total</b>		<b>280</b>	<b>280</b>	<b>280</b>



**Learning Area 1:****Presenting occupation  
and company  
1st year of training  
Time allowed: 40 hours**

**The students have the competence to present the profession, the company, the operational processes and their fields of activity.**

The pupils **analyse** the job description of the building cleaner and classify the range of activities of their company.

They **inform** themselves about the regulations of environmental protection, occupational health and safety and differentiate between them. The pupils research work processes, quality management criteria and the structural and procedural organisation (*centralised and decentralised warehousing*) in their company and the business relationships with suppliers, authorities and clients (*data security, data protection*). They identify the possibilities of further and continuing vocational training.

The pupils **design** presentations on the areas of activity in their company that are appropriate for the target group, taking into account the company structure, processes and services, also with the help of digital media. In doing so, they develop criteria for evaluating the presentations.

The pupils **present** the results.

They **reflect on** their role in the company and with the customers, taking into account social, economic and ecological requirements.

Learning Area 2:

Cleaning glass surfaces  
1st year of training  
Time reference value: 80 hours

**The pupils have the competence to clean different types of dirt on glass surfaces.**

The pupils **analyse** object-specific conditions and document existing damage (*damage protocol*) for cleaning the glass surfaces according to customer requirements.

They **inform** themselves about the types of glass, their manufacturing processes, material properties (*Mohs' hardness*) as well as about types of soiling and their adhesion. The pupils compare window constructions. They explore cleaning processes (*systems for cleaning with demineralised water*) and factors as well as the properties of the ingredients of glass cleaning agents (*surfactants, softeners*). The pupils get an overview of height access techniques (*ladders, scaffolding*).

The pupils **plan** the execution of glass cleaning taking into account environmental, occupational and health protection (*fall protection*). They determine the cleaning area from a specification (*measurement sketch*), also using digital tools. The pupils check the result for plausibility. They draw up a work schedule and decide on a cleaning procedure. The pupils select the height access technique according to the object-specific conditions.

The pupils prepare application concentrations of the cleaning liquors for manual cleaning (*dosing aids*). They **carry out** glass cleaning in compliance with the legal requirements (*risk assessment, accident prevention regulations, operating instructions*). The pupils document their working times (*time sheets*). They dispose of the dirt that accumulates.

The pupils **evaluate** their work result and carry out rework. They **reflect on** their work process and look for ways to optimise it.

**Learning Area 3:****Treatment of textile surfaces****1st year of training****Time allowed: 60 hours**

**Pupils have the competence to carry out and evaluate cleaning procedures for textile surfaces.**

The pupils **analyse** object-specific conditions for treating textile surfaces according to customer requirements. They check the textile surfaces for damage in advance and document this.

They **inform** themselves about the different types of fibres, the structure and manufacture of textile structures and their properties. The pupils distinguish between detachment and cleaning agents as well as finishing products. They gain an overview of cleaning procedures (*maintenance, intermediate cleaning*) and finishing for textile surfaces. They determine the standard performance depending on the cleaning method.

The pupils **plan** the treatment of textile surfaces. To do this, they select the treatment agents depending on the soiling, the materials and the customer's requirements. The pupils draw up a work schedule and take into account manual and mechanical treatment procedures (*function check of machines and devices*). In doing so, they observe environmental, health and occupational safety (*residual current device*). They determine the size (*measuring devices*) of the surfaces to be cleaned (*composite surfaces*) and calculate the consumption of cleaning agents as well as working times, also using construction plans and digital media.

The pupils **carry out** the cleaning of textile surfaces in compliance with the legal requirements (*accident prevention regulations*).

They **evaluate** their work results, carry out rework and document it (*Activity record*).

The pupils **reflect on** their workflow and look for ways to optimise it.

**Learning Area 4:**

**Treatment of resilient  
floor coverings**  
**1st year of training**  
**Time allowed: 100 hours**

**The pupils have the competence to clean and maintain resilient coverings.**

The pupils **analyse** object-specific conditions for cleaning and maintaining resilient floor coverings according to customer requirements. They check the resilient floor coverings in advance for damage and document this.

They **inform themselves** about typical surfacing materials (*ingredients, manufacturing processes, properties*) and derive material properties. The pupils explore the types of soiling and dirt adhesion. They distinguish between treatment agents (*alkalis, polymers, waxes*) and get an overview of the treatment processes.

The pupils **plan** the implementation of treatment procedures. They calculate the mixing ratio of the cleaning liquor. In doing so, they observe the manufacturer's instructions, also in a foreign language, and take into account the aspects of economic efficiency and sustainability. The pupils draw up a measurement sketch, calculate the area to be cleaned and compare the result with their rough calculation. They determine the quantity and time required and prepare a quotation (*standard service, hourly rate, percentage calculation*), also using digital media, taking data protection into account.

The pupils **carry out** the treatment of elastic coverings taking into account environmental, health and occupational safety (*risk assessment, personal protective equipment*). They check the pH value of the cleaning liquor and the electrical operational safety of the machines. They hand over the treated floor coverings to the customers. They observe rules of conduct and communication when dealing with customers and employees.

The pupils **assess** the planning process and the treatment procedures. They discuss alternatives with the aim of optimising them in terms of customer satisfaction and economic efficiency.

**Field of study 5:      Cleaning, maintaining and  
preparing wood and stone surfaces**

**2nd year of training  
Time reference value: 60 hours**

**Pupils have the competence to clean, maintain and prepare wooden and stone surfaces.**

The pupils **analyse** object-specific conditions for cleaning, maintenance and refurbishment of wood and stone surfaces according to customer requirements. They document damage on the treatment surfaces.

They **inform themselves** about different types of wood and stone surfaces, their manufacturing processes, material properties (*hygroscopy*) as well as about types of soiling and their adhesion (*capillarity*). The pupils collect information about cleaning, care and preparation procedures as well as cleaning and care products.

The pupils **plan** the execution of cleaning, care and reprocessing, taking into account environmental protection, occupational health and safety. They calculate the quantity of cleaning and care products and determine the offer price and check the result for plausibility. They draw up a work schedule including the subsequent care, preparation and tempering of the materials (*grinding process, crystallisation process*) and coordinate with the trades involved.

They prepare the cleaning liquors and **carry out** the treatment of the wooden and stone surface in compliance with environmental, occupational and health protection. The pupils dispose of the dirt and waste materials. They prepare measurements of the finished work. They hand over the treated surfaces to the customers and inform them about cleaning and maintenance intervals.

They **evaluate** their work result and carry out rework. The pupils reflect on their work process and look for ways to optimise it.

**Learning Area 6:**

**Cleaning sanitary  
facilities 2nd year  
of training Time allowed:  
80 hours**

**The pupils have the competence to clean sanitary facilities in compliance with hygienic requirements.**

The pupils **analyse** the customer requirements taking into account the object-specific features. They check the surfaces for previous damage and document this.

They **inform** themselves about the materials and derive the relevant material and surface properties (*acid and corrosion resistance, slip resistance*). The pupils identify the types of soiling (*mineral deposits*). They compare manual and mechanical cleaning methods (*colour system*) and take into account the type of cleaning specified by the customer (*maintenance, intermediate and basic cleaning*). The pupils distinguish between cleaning agents (*acids*) according to their properties (*limescale dissolving capacity, biological degradation*).

The pupils **plan** the implementation of the cleaning procedures. To do this, they decide on the cleaning agent and the manual and mechanical equipment depending on the type of cleaning, the soiling and the selected procedure. The pupils draw up a work schedule. For the calculation, they derive hourly billing rates and create a bill of quantities, also with digital media.

The pupils produce the cleaning liquor and **carry out** the cleaning in consideration of occupational safety, health and environmental protection.

The pupils **evaluate** the result of the cleaning (*quality assurance systems*), check customer complaints also in a foreign language and pass them on.

They **reflect on** their workflow and discuss alternatives with the aim of optimising it in terms of customer satisfaction and economic efficiency.

**Learning Area 7:****Disinfecting surfaces  
2nd year of training  
Time benchmark: 100 hours****Pupils have the competence to apply disinfection procedures to surfaces.**

The pupils **analyse** the object-specific conditions regarding the disinfection of surfaces according to customer requirements.

They **inform** themselves about the objects (*health, care and community facilities*) with their specific requirements. The pupils get an overview of legal requirements (*Infection Protection Act, disinfectant lists*) and distinguish between manual and mechanical procedures for germ reduction (*microorganisms*). They compare the disinfectants on the basis of their properties (*spectrum of action, exposure time*) and identify application errors (*protein errors, soap errors, dosage errors*). The pupils collect information on the preparation of working materials.

The pupils **plan** the disinfection process taking into account occupational safety, health and environmental protection and hygiene regulations (*hygiene plan*). For this purpose, they draw up a work schedule and decide on treatment procedures using cleaning agents and disinfectants.

They calculate the proportions (*mixing calculations*), calculate prices, produce the cleaning and disinfection liquors and **carry out** the treatment procedures. The pupils dispose of the dirt liquor in an environmentally friendly way and prepare the cleaning textiles and other working materials used.

They also **check** the result of the treatment procedures carried out using hygiene indicators and document this.

The pupils **reflect on** the workflow and look for ways to improve it.

Learning Area 8:

Treat pest infestation  
2nd year of training  
Time reference value: 40 hours

**The students have the competence to detect pest infestations, to carry out deterrence measures as well as decontamination after pest control measures.**

The pupils **analyse** the customer requirements under the object-specific circumstances.

They **inform** themselves about typical damage patterns and infestation survey procedures (*monitoring*) in order to determine the type of pest (*cockroaches, flies, moths, rodents, pigeons*) and the population density. The pupils get an overview of the pesticides and application methods as well as their decontamination possibilities. They recognise hazards due to hazardous substances. They collect information on the legal requirements. The pupils distinguish between prophylactic measures to prevent pest infestations.

The pupils **plan** the implementation of the infestation survey (*integrated pest control management*), of the scaring away as well as of the decontamination after pest control measures. They select procedures, treatment and working materials.

The pupils **carry out** measures for monitoring, scaring away, decontamination and prophylaxis, taking into account the legal requirements, health, environmental and occupational safety (*risk assessment*) as well as aspects of economic efficiency and sustainability. They arrange for the disposal of contaminated substances.

The pupils advise the customers on prophylactic measures. They **evaluate** their work result and carry out rework.

The pupils **reflect on** their workflow and look for ways to optimise it.



Field of study 9:

Cleaning and conserving  
façades 3rd year of training  
Time reference value: 80 hours

**The pupils have the competence to clean and conserve façades.**

They **analyse** the customer's requirements taking into account the object-specific conditions. You check the façades for damage (*layer thickness measurement*) and document this.

The pupils **inform** themselves about the different façade constructions and materials, their properties and about surface changes (*weathering, corrosion, salting out*), soiling (*graffiti, soot deposits, algae*) and their adhesion. They recognise hazards caused by hazardous substances. The pupils collect information about cleaning and preservation agents, treatment methods (*blasting methods*) and take into account height access techniques (*façade access systems, lifting platforms*).

The pupils **plan** the implementation of the façade treatment. They create a test surface. To do this, the students select the treatment agents and the cleaning and preservation procedure depending on the contamination, the material and the customer's requirements. They draw up a work schedule including height access technology and coordinate with the trades involved.

The pupils **carry out** the cleaning and conservation of the façade in compliance with legal requirements (*approval procedure*) and the risk assessment. They arrange for the environmentally sound disposal of waste materials.

They hand over the treated façades to the customers and inform them about cleaning and maintenance intervals as well as prophylactic measures.

Pupils **reflect on** their workflow, carry out rework and discuss ways of optimising it.

**Learning Area 10:  
maintaining outdoor facilities**

**Cleaning and  
3rd year of training  
Time reference value: 40 hours**

**Pupils have the competence to clean and maintain outdoor facilities depending on the season.**

The pupils **analyse** the object-specific conditions for cleaning and maintaining paved and landscaped outdoor areas according to customer requirements.

They **inform themselves** about procedures of green space maintenance. The pupils get an overview of the manual and mechanical work equipment (*cutting systems*) as well as of maintenance measures for the upkeep of green spaces. They find out about leaf removal procedures. The pupils collect information on cleaning outdoor facilities, traffic areas and open spaces (*sweeping, vacuum sweeping, removal of weeds and leaves*). They research the procedures for removing snow and black ice.

The pupils **plan** the execution of the work taking into account environmental protection, occupational health and safety. They draw up a seasonal cleaning and maintenance schedule (*service description*) for the outdoor facilities, taking into account the use of personnel and work equipment (*offer variants*).

They protect the work equipment from the weather and damage, secure it from theft and prepare it for removal.

The pupils **carry out** the cleaning and maintenance measures at the outdoor facility in compliance with environmental protection, occupational health and safety and legal requirements. They ensure the disposal of the waste produced.

They hand over the outdoor facility to the customers and inform them about additional services.

The pupils finally **evaluate** their work result. They reflect on their work process and discuss possibilities for optimisation.

**Learning Area 11:****Cleaning industrial  
plants  
3rd year of training  
Time reference value: 60 hours**

**The students have the competence to clean surfaces and equipment in industrial production.**

The pupils **analyse** the order, taking into account the object-specific features and the customer's requirements for the treatment result.

They **inform** themselves about the requirements that apply in industrial areas (*clean rooms, ventilation and air-conditioning systems*) as well as about the materials and their surface properties (*walk-on safety, displacement space*). The pupils determine the types of contamination (*dusts, dust classes*) and the associated technical safety parameters. For cleaning measures, they distinguish between types of cleaning, quality and hygiene assurance systems as well as manual and mechanical treatment processes (*dry ice cleaning*).

The pupils **plan** the implementation of the cleaning procedures taking into account the knowledge gained (*object and performance description*). For this purpose, they decide on the cleaning agent (*organic solvent*) and the manual and mechanical equipment (*industrial vacuum cleaner*) depending on the type of cleaning, the soiling and the selected procedure. The pupils draw up a cleaning schedule and pay attention to environmental, occupational and health protection (*dangers due to electric current, risk of explosion, personal hygiene*).

They **carry out** the cleaning taking into account environmental, occupational and health protection and document the measures and results, also using hygiene indicators. They ensure the disposal of the waste produced.

The pupils **evaluate** the result of the cleaning in compliance with the given standards.

They **reflect on** their work process and suggest ways to improve it, taking into account economic, ecological and ergonomic aspects as well as customer satisfaction.

**Learning Area 12: Organise and carry out treatment procedures****3rd year of training  
Time benchmark: 100 hours**

**The pupils have the competence to organise and carry out different cleaning, maintenance and reprocessing measures in an object.**

The pupils **analyse** the order, taking into account the object-specific features of movable and immovable objects as well as the customer-specific requirements for the treatment result (*reconditioning*). They document existing surface changes and damage and determine the measures previously carried out for the care and tempering of surfaces (*permanent coatings*).

The pupils **inform** themselves about the materials and derive the cleaning-related material properties. They identify the types of soiling and the type of dirt adhesion. The pupils distinguish between cleaning (*basic cleaning, final cleaning*) and maintenance and the reprocessing of surfaces (*dry care film restoration*). They gain an overview of the manual and mechanical treatment processes.

They **plan** the application of the treatment procedures depending on the contamination, the existing surface changes and damage. They draw up a work schedule, taking into account environmental protection, occupational health and safety and the organisational requirements of different treatment methods in the building. For the calculation, the pupils create a result-oriented performance record, also with digital media.

The pupils **carry out** the treatments taking into account environmental, occupational and health protection as well as organisational decisions and document the measures and results. They ensure the disposal of the waste produced.

The pupils **evaluate** the outcome of the treatment procedures and the quality of the organisational implementation. They also check customer complaints in a foreign language and pass them on.

The students hand over the finished work to the customers and inform them about cleaning and maintenance intervals.

They **reflect on** their work process and look for ways to improve the internal implementation of the work order, customer satisfaction and operational success.

Part VI Reading notes

consecutive number	The core competence of the superordinate professional action is described in a way that is appropriate to the level.	Indication of the training year; time reference value
<p><b>Learning Area 4: Resilient floor coverings treatment</b> <span style="float: right;"><b>1st year of training</b></span>  <b>Time benchmark: 100 hours</b></p>		
<p><b>The pupils have the competence to clean and maintain elastic coverings.</b></p> <p>The pupils <b>analyse</b> object-specific conditions for cleaning and maintaining resilient floor coverings according to customer requirements. They check the resilient floor coverings for damage in advance and document this.</p> <p>They <b>inform themselves</b> about typical surfacing materials (<i>ingredients, production processes, properties</i>) and derive material properties. The pupils explore the types of soiling and dirt adhesion. They distinguish between treatment agents (<i>alkalis, polymers, waxes</i>) and get an overview of the treatment processes.</p> <p>The pupils <b>plan</b> the implementation of treatment procedures. They calculate the mixing ratio of the cleaning liquor. In doing so, they observe the manufacturer's instructions, also in a foreign language, and take into account the aspects of economy and sustainability. The pupils draw up a measurement sketch, calculate the area to be cleaned and compare the result with their rough calculation. They determine the quantity and time required and prepare a quotation (<i>standard service, hourly rate, percentage calculation</i>), also using digital media, taking data protection into account.</p> <p>The pupils <b>carry out</b> the treatment of elastic coverings taking into account environmental protection, health and safety at work (<i>risk assessment, personal protective equipment</i>). They check the pH value of the cleaning liquor and the electrical operational safety of the machines. They hand over the treated floor coverings to the customers. They observe rules of conduct and communication when dealing with customers and employees.</p> <p>The pupils <b>evaluate</b> the planning process and the treatment procedures. They discuss alternatives with the aim of optimising them in terms of customer satisfaction and economic efficiency.</p>		
<p>1st sentence contains a generalised description of the core competency (see name of the learning field) at the end of the learning process of the learning field.</p>		
<p>mandatory minimum contents are marked in italics</p>		
<p>Foreign language is adequately taken into account</p>		
<p>Complexity and interactions of actions are taken into account</p>		
<p>Open formulations allow for different methodological approaches, taking into account the material resources of the schools.</p>		
<p>The text as a whole provides information on how to design holistic learning situations across the action phases.</p>		
<p>open formulations allow for the inclusion of organisational and technological changes</p>	<p>Professional, personal and social competence; methodological, learning and communicative competence are taken into account.</p>	

**List of correspondences**  
**between**  
**the framework curriculum for the vocational**  
**school and the training framework curriculum for**  
**the company**  
  
**in the training occupation of building cleaners**

The list of correspondences documents the coordination of learning content between the learning venues vocational school and training company.

It is characteristic of dual vocational education and training that trainees acquire their competences at the two learning venues of vocational school and training company. There are different legal regulations for this:

- The curriculum at the vocational school is based on the framework curriculum of the Standing Conference of the Ministers of Education and Cultural Affairs.
- The in-company training is based on the training framework plan, which is part of the training regulations.

Both plans were drawn up by expert teachers and trainers in constant consultation with each other in a procedure developed jointly by the Federal Government and the Conference of Ministers of Education and Cultural Affairs for the coordination of training regulations and framework curricula in the area of vocational education and training ("Joint Results Protocol").

In the following list of correspondences, the learning fields of the framework curriculum are assigned to the positions of the training framework curriculum in such a way that the temporal and factual coordination becomes clear. It can thus be a tool to improve and intensify the cooperation of the learning venues on site.

BIBB: Daniel Schreiber  
 KMK: Tim Fotschki

## List of correspondences between the training framework plan and the framework curriculum

of vocational training

as a building cleaner and as a building cleaner

Draft, Status 04.07.2019

### Section A: Occupational profile skills, knowledge and abilities

Part of the training profile	Training period in the month		Framework curriculum			Learning fields
	1-18	19-36	School year			
			1	2	3	
<b>1. designing customer-oriented work processes</b> (§ 5 paragraph 2 number 1)						
a) Receiving and forwarding requests, wishes and objections from customers.			x	x	x	LF 2 - 12
b) use technical terms, including foreign-language technical terms, in the planning, implementation and control of work processes	<b>4</b>		x	x	x	LF 1 - 12
c) Record work orders and coordinate them with the persons involved in the operation and check the feasibility of the specifications.			x	x	x	LF 2 - 12
d) Coordinate with other trades and other parties involved.				x	x	LF 5, 9
e) Inform customers about cleaning procedures and about the suitability and properties of cleaning agents and auxiliary materials.			x	x	x	LF 4, 5, 9, 10, 12
f) Conduct conversations with customers, supervisors, colleagues and in the team in a way that is appropriate to the situation, goal and addressee, in particular taking into account cultural identities and behavioural patterns.		<b>4</b>	x	x	x	LF 1, 4 - 12
g) Informing customers about the company's range of services, in particular about additional services, as well as documenting customer wishes and agreements and including them in the execution of the order.				x	x	LF 8, 9, 10
<b>2. planning, preparing and organising the execution of work orders</b> (§ 5 paragraph 2 number 2)						
a) estimate own workload, plan work steps and take time into account			x	x	x	LF 1 - 12
b) Checking the feasibility of specifications, planning work steps, safety measures and work protection and specifying work equipment.			x	x	x	LF 2 - 12
c) make sketches and drawings			x			LF 2, 4
d) distinguish and select cleaning processes			x	x	x	LF 2 - 12

Training framework		Training period in the month		Framework curriculum			Learning fields
Part of the training profile		1-18	19-36	School year			
				1	2	3	
e) local conditions as well as weather and Take climate conditions into account				x	x	x	LF 2 - 12
f) Obtain information, also with digital Media, especially information on upper surfaces, cleaning procedures, time specifications and service descriptions	<b>12</b>			x	x	x	LF 1 - 12
(g) rules, in particular company rules register, operating instructions, loading and operating instructions, technical bulletins, si- Safety data sheets, standards, safety rela- and work instructions, apply				x	x	x	LF 2 - 12
h) Demand for surface treatment agents er- surface treatment agents, and and create material lists				x	x	x	LF 2 - 12
i) Use of surface treatment agents taking into account alternative distribution check driving				x	x	x	LF 2 - 12
j) carrying out work tasks with the aid of of information and communication systems and with the use of analogue and di- Prepare gital media				x	x	x	LF 1 - 12
(k) data on work orders to be carried out and at the same time ensure data protection regulations and to comply with operational and order- related Observe general requirements				x	x	x	LF 1 - 12
l) Tasks for the implementation of work orders planning and implementation of the projects in the team prepare				x	x	x	LF 1 - 12
m) Select measuring methods, check measuring Check function and store, measurements Perform, record results				x	x	x	LF 3 - 5, 9
n) Implementation of work orders with regard to the ergonomic, ecological and environmental and economic points of view				x	x	x	LF 2 - 12
o) Time expenditure and personnel support from- estimate and document time spent				x	x	x	LF 2 - 12
p) prepare measurements for the work to be carried out			<b>8</b>	x	x		LF 2, 4, 5
(q) apply technical documentation				x	x	x	LF 2 - 12
r) Assess own skills, qualifications, and and use different methods of Apply learning techniques				x	x	x	LF 1 - 12
s) Services of previous trades as Condition for the execution of the own Assessing activities and preparing them for implementation take into account the design of one's own work				x	x	x	LF 2 - 12
<b>3. setting up, securing and clearing workplaces</b> (§ 5 paragraph 2 number 3)							



a) Set up, secure, maintain and dismantle the workplace, take ergonomic aspects into account.			x	x	x	LF 1 - 12
(b) use personal protective equipment			x	x	x	LF 2 - 12

Training framework  Part of the training profile	Training period in the month		Framework curriculum			Learning fields
	1-18	19-36	School year			
			1	2	3	
c) traffic and transport routes to be checked for their own assess the situation and initiate measures for its use			x	x	x	LF 2 -12
d) Conditions at the workplace with sketches and plans, also with digital media, to be settled			x	x	x	LF 2 - 12
(e) assess the chemical and physical resistance of components			x	x	x	LF 2 - 12
f) materials, equipment and machinery before work and damage to the product. and secure them against theft and for the Prepare removal			x		x	LF 1, 10
g) Ensure water and energy supply and take safety measures when handling electrical current	12		x	x	x	LF 2 - 12
(h) carry out job security measures. safety and health plans, as well as Observe risk assessments and Carry out measures to protect passers-by			x	x	x	LF 2 - 12
i) Ladders and working scaffolds on use-Checking, selecting, setting up, using and dismantling the equipment			x		x	LF 2, 9 - 11
j) fall protection, in particular fall arresters and restraint belts, check for usability, select and apply			x		x	LF 2, 9 - 11
k) Protective measures for non-processing Assess and execute surfaces, components and objects			x	x	x	LF 2 - 12
l) Hand over workplace			x	x	x	LF 4 - 12
m) Apply explosion protection measures.				x	x	LF 5, 11
n) Checking, selecting, setting up, using and dismantling height access equipment, in particular façade access systems, lifting platforms and protective scaffolding, for suitability for use.		2			x	LF 9
<b>4. operating, maintaining and servicing cleaning equipment, machines and installations</b> (§ 5 paragraph 2 number 4)						
a) select, handle, maintain and service tools and equipment			x	x	x	LF 2 - 12
b) set up tools, equipment, machines and installations and operate them using the protective devices			x	x	x	LF 2 - 12
c) Select and insert accessories	12		x	x	x	LF 2 - 12
d) carry out and document functional checks on equipment, machines and systems			x	x	x	LF 2 - 12
e) carry out visual inspections of equipment, machines and systems, identify faults and take measures to rectify faults.			x	x	x	LF 2 - 12

Part of the training profile	Training period in the month		Framework curriculum			Learning fields
	1-18	19-36	School year			
			1	2	3	
<p><b>5. processing of surface treatment lungs</b> (§ 5 paragraph 2 number 5)</p> <p>a) Types of surface contamination fixed- and these types of surface changes can be differ in the changes</p> <p>b) Distinguish surface treatment agents, store, select and prepare for use. riding</p> <p>c) Surface treatment agents, in particular suitability, durability and environmental compatibility. check</p> <p>d) Dosing surface treatment agents</p> <p>e) Hazardous substances of the surface treatment agents. differentiate, take protective measures store hazardous substances in an environmentally friendly manner and Take measures for disposal</p> <p>(f) make waste available for disposal and measure Measures for the disposal of dirty liquors take</p>	<b>10</b>		x	x	x	LF 2 - 12  LF 2 - 12  LF 2 - 12  LF 2 - 12  LF 2 - 12  LF 2, 5, 7 - 12
<p><b>6. carrying out cleaning measures</b> (§ 5 paragraph 2 number 6)</p> <p>a) assess the type and condition of buildings, building components and equipment as well as of surfaces to be worked on and their substrates</p> <p>b) determine and document soiling and changes to surfaces</p> <p>c) recognise hazards due to hazardous substances on buildings, components and equipment, take protective measures and initiate the disposal of hazardous substances</p> <p>(d) carry out maintenance and intermediate cleaning, in particular of glass, floors, wood and textile furnishings, using the appropriate manual and mechanical dry and wet cleaning methods.</p> <p>e) carry out hygiene measures, especially in the sanitary area, using sanitation methods.</p>	<b>24</b>		x	x	x	LF 2 - 12  LF 2 - 12  LF 2 - 12  LF 2 - 6  LF 6, 7
<p>f) carry out basic and final cleaning, in particular of glass, floors, wood, textile furnishings, ventilation and air-conditioning systems and means of transport, using the appropriate manual and mechanical dry and wet cleaning methods.</p> <p>(g) carry out external cleaning, in particular façade cleaning, cleaning of lighting and weather protection systems, traffic and open spaces, traffic guidance systems and outdoor facilities, using the appropriate manual and mechanical dry and wet cleaning methods.</p>		<b>24</b>	x	x	x	LF 3 - 6, 9, 11, 12  LF 9, 10

Training framework  Part of the training profile	Training period in the month		Framework curriculum			Learning fields
	1-18	19-36	School year			
			1	2	3	
(h) carry out industrial cleaning using the appropriate manual and mechanical dry and wet cleaning procedures and comply with occupational health and safety requirements and regulations.					x	LF 11
i) check, assess and document the results of cleaning measures carried out.			x	x	x	LF 2 - 12
<b>7. caring, preserving and refurbishing of surfaces</b> (§ 5 paragraph 2 number 7)						
a) distinguish and assess surfaces			x	x	x	LF 2 - 12
b) Clean surfaces for subsequent machining operations			x	x	x	LF 3 - 7, 9, 11, 12
c) previous care, preservation and maintenance work. Determine and assess the quality of the finishing work and determine surface finishes.			x	x	x	LF 4, 5, 9, 12
d) Surface changes and damage to the determine, document and measure the The following measures were taken for the care, preservation and Determine preparation			x	x	x	LF 4, 5, 9, 12
(e) hazards from hazardous substances on surfaces. Identify hazards, take protective measures and initiate disposal of the hazardous substances.			x	x	x	LF 4 - 9, 11, 12
f) surfaces, in particular by painting, Rolling and spraying, within the framework of care coat, impregnate and seal and Take care intervals into account		<b>24</b>	x	x	x	LF 4, 5, 9, 12
g) surfaces, in particular by painting, Rollers and spraying, within the framework of conser- coating, impregnating and sealing the gels					x	LF 9
h) Unevenness of surfaces in particular Level out by applying filler and levelling compounds.				x	x	LF 5, 12
i) repair damage to surfaces by chemical and mechanical methods				x	x	LF 5, 9, 10, 12
j) surfaces, in particular by painting, Rollers and spraying, within the framework of the coating, impregnating and sealing. gels				x	x	LF 5, 12
k) Results of the maintenance, con- Check, assess and document serving and reprocessing measures			x	x	x	LF 4 - 12

<b>8. Carrying out hygiene and decontamination measures</b> (§ 5 paragraph 2 number 8)						
a) Distinguish and select measures for hygiene and decontamination, especially after pest control, in the field of health and precautionary protection.					x	x LF 6, 7, 8, 11, 12
b) Identify hazards due to hazardous substances on buildings, components and equipment, take protective measures and initiate the disposal of hazardous substances.					x	x LF 6, 7, 8, 11, 12

Part of the training profile	Training period in the month		Framework curriculum			Learning fields
	1-18	19-36	School year			
			1	2	3	
c) Safety and personal hygiene measures. and personal protective equipment. Putting on equipment				x	x	LF 6, 7, 8, 11, 12
d) Regulations for the areas of hygiene and de-Contamination compliance				x	x	LF 6, 7, 8, 11, 12
(e) carry out preparatory cleaning work. ren				x	x	LF 6, 7, 8, 11, 12
f) hygiene measures, in particular in the ge-health and care sector, food and beverage area and sanitary area, using the carry out disinfection methods		12		x	x	LF 6, 7, 8, 11, 12
(g) decontamination measures under application of the The use of cleaning and disinfection processes is drive				x	x	LF 6, 7, 8, 11, 12
h) Distinguish pests, monitor pests, and Draw up ring plans, identify pest infestations by species, and and quantity, and follow-up measures can be taken. Perform men				x		LF 8
i) Measures to deter pest insects perform				x		LF 8
j) the hygiene measures implemented, Decontamination and pest control and check, evaluate and assess their results and document the documentation further. terleiten				x	x	LF 6, 7, 8, 11, 12
(k) disposal of contaminated materials; and Arrange materials				x	x	LF 6, 7, 8, 11, 12
<b>9. Carrying out quality assurance measures, handing over work results to customers</b> (§ 5 paragraph 2 number 9)						
a) Check own work against specifications			x	x	x	LF 2 - 12
b) Document the quality controls carried out	4		x	x	x	LF 2 - 12
c) Contribute to the improvement of work in their own field of work.			x	x	x	LF 2 - 12
d) Receiving and processing complaints				x	x	LF 6, 12
e) Measures for occupational safety, work pro-cesses and results, also with the help of digital Control and document media			x	x	x	LF 2 - 12
f) Create activity records and time expenditure and record material consumption			x	x	x	LF 2 - 12
(g) the results of the cooperation, in particular of the teamwork, evaluate			x	x	x	LF 2 - 12
h) determine the causes of quality deviations and take measures to remedy them		4	x	x	x	LF 2 - 12
i) prepare measurements of completed works				x		LF 5
j) customer meetings for the handover of the finished The work carried out			x	x	x	LF 4, 5, 9, 10, 12
k) informing customers about cleaning and			x	x	x	LF 4, 5, 9, 10, 12

Inform about maintenance intervals and use instructions.  
give wise

Part of the training profile	Training period in the month		Framework curriculum			Learning fields
	1-18	19-36	School year			
			1	2	3	
l) Take into account the relationship between quality, customer satisfaction and operational success. gen			x	x	x	LF 2 - 12



**Section B: Skills, knowledge and abilities to be taught integratively**

Training framework		Framework curriculum				
Part of the training profile	Training period in the month		School year			Learning fields
	1-18	19-36	1	2	3	
<p><b>1. Vocational training and labour and wage law</b> (§ 5 paragraph 3 number 1)</p> <p>a) Explain the meaning of the training contract, in particular its conclusion, duration and termination.</p> <p>b) state mutual rights and obligations arising from the training contract</p> <p>c) Name opportunities for professional development</p> <p>d) know the essential parts of the contract of employment</p> <p>e) know the main provisions of the collective agreements applicable to the training company.</p>	During the entire training					WISO
					WISO	
					WISO	
<p><b>2. Structure and organisation of the training company</b> (§ 5 paragraph 3 number 2)</p> <p>a) explain the structure and tasks of the training company</p> <p>b) Explain basic functions of the training company such as procurement, production, sales and administration.</p> <p>c) Name the relations of the training company and its employees with business organisations, professional associations and trade unions.</p> <p>d) Describe the basics, tasks and working methods of the organs of the training company under works constitution or staff representation law.</p>						WISO
						WISO
						WISO
						WISO
<p><b>3. Occupational safety and health</b> (§ 5 paragraph 3 number 3)</p> <p>a) Identify hazards to safety and health in the workplace and take measures to avoid the hazard.</p> <p>b) apply occupational health and safety and accident prevention regulations</p> <p>c) Describe behaviour in case of accidents and initiate first measures</p> <p>d) Apply the regulations of preventive fire protection, describe the behaviour in case of fire and take measures to fight the fire.</p>			x	x	x	LF 1 - 12
						LF 1 - 12
						operation
						al
						operation
						al

**4. Environmental protection**

(§ 5 paragraph 3 number 4)

Contribute to the avoidance of operational environmental pollution in the occupational sphere of influence, in particular

- a) Explain possible environmental impacts of the educational institution and its contribution to environmental protection using examples.

x	x	x	LF 1 - 12

Training framework		Framework curriculum				
Part of the training profile	Training period in the month		School year			Learning fields
	1-18	19-36	1	2	3	
b) apply environmental protection regulations applicable to the training company			x	x	x	LF 1 - 12
c) Use the possibilities of economic and environmentally friendly energy and material use.						LF 1 - 12
d) Avoiding waste and disposing of substances and materials in an environmentally friendly way.			x	x		LF 1 - 12
<b>5. Sustainability</b> (§ 5 paragraph 3 number 5)						
a) Inform customers about alternative cleaning agents and processes.			x	x	x	LF 4 - 12
b) Take environmental, labour and social standards into account when selecting cleaning agents and procedures as well as cleaning equipment, machines and systems.			x	x	x	LF 2 - 12
c) Collect and recycle consumables and arrange for environmentally sound disposal			x	x	x	LF 2 - 12
d) Use dosage aids and avoid incorrect dosages			x	x	x	LF 2 - 12
e) Contribute to maintaining the value and function of the cleaned surfaces through cleaning processes.			x	x	x	LF 2 - 12