

Level 2 Certificate in Facilities Services Principles (4429-22)

September 2017 Version 2.6



Qualification at a glance

Subject area	Facilities Services
City & Guilds number	4429
Age group approved	Pre-16, 16-18, 19+
Assessment	Short answer, assignments
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Certificate in Facilities Services Principles	103	130	4429-22	600/5477/3

Version and date	Change detail	Section
2.1 Oct 2012	Add unit range	Units
2.2 Nov 2012	Updated fast track requirements Updated requirements for Assessors and Internal Quality Assurers	Approval Assessors and Internal Quality Assurer
2.3 Jan 2013	Updated Assessment requirements	Assessment of the qualification
2.4 Oct 2013	Amended title in guidance sections for units 220 and 226	Units
2.5 April 2015	Amended unit 225 learning outcome 4 title. Amended unit 227 learning outcome titles for 3 and 4.	Units
2.6 September 2017	Added TQT details Deleted QCF	Qualification at a glance & Structure Throughout



Contents

1	Introduction	4
	Structure	5
2	Centre requirements	6
	Approval	6
	Candidate entry requirements	7
3	Delivering the qualification	8
	Initial assessment and induction	8
	Support materials	8
4	Assessment	9
	Assessment of the qualification	9
5	Units	10
Unit 224	Working in facilities services	11
Unit 225	Health and safety for facilities services	14
Unit 226	Working with customers and others in facilities services	17
Unit 227	Sustainability and environmental issues for facilities services	21
Appendix 1	Sources of general information	25



1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is this qualification for?	For all that work or wish to work in the facilities industry. You can choose the skills you want to focus on and get a greater understanding for topics ranging from working with customers, sustainability and environmental issues and working in facilities services
What does the qualification cover?	<p>It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the facilities sector. It is ideal for learners who want to learn and gain a broad understanding about the facilities and services industry, and covers subjects such as:</p> <ul style="list-style-type: none"> • Working in facilities services • Sustainability and environmental issues • Working with customers • Health and safety
Is the qualification part of a framework or initiative?	It serves as a knowledge qualification in the Facilities services Apprenticeship framework.
Who did we develop this qualification with?	It was developed in association with industry specialists and Asset Skills SSC.
What opportunities for progression are there?	<p>It allows candidates to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none"> • Level 2 Award, Certificate and Diploma in Cleaning Principles (7695) • Level 1 and 2 Award, Certificate and Diploma in Cleaning and Support Services Skills (7648) • Level 2 Certificate in Local Environmental Services Skills (7729) • Level 2 Certificate and Diploma in Sustainable Waste Management (0746) • Level 2 Certificate in Principles of Sustainable Resource Management (7517)

Structure

Learners must achieve a total of **13** credits from the mandatory group to achieve the **Level 2 Certificate in Facilities Services Principles**.

Level 2 Certificate in Facilities Services Principles

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/503/9631	224	Working in facilities services	3
R/503/9632	225	Health and safety for facilities services	4
Y/503/9633	226	Working with customers and others in facilities services	2
R/503/9629	227	Sustainability and environmental issues for facilities services	4

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Certificate in Facilities Services Principles	103	130



2 Centre requirements

Approval

If your Centre is approved to offer the qualification in Level 2 Cleaning Principles (7695-01,-02,-03), Level 2 Cleaning and Support Services (7648-02) or the Level 3 Certificate in Facilities Management Practice (7724-03) then you can apply for the new Level 2 Facilities Services Principles (4429-22), approval using the fast track approval form available from the City & Guilds website.

To offer this qualification, existing centres must use the **standard** Qualification Approval Process. New centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification however; centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment guide for centres	www.cityandguilds.com . Password available on Walled Garden
Marking guide	www.cityandguilds.com . Password available on Walled Garden
fast track approval forms/generic fast track approval form	www.cityandguilds.com



4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete one assignment for each mandatory unit

City & Guilds has written the following assessments to use with this qualification:

Level 2 Certificate in Facilities Services Principles

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
224	Working in facilities services (Level 2) (3)	Short Answer	Go to www.cityandguilds.com . Password available on Walled Garden
225	Health and safety for facilities services (Level 2) (4)	Short Answer	Go to www.cityandguilds.com . Password available on Walled Garden
226	Working with customers and others in facilities services (Level 2) (2)	Short Answer	Go to www.cityandguilds.com . Password available on Walled Garden
227	Sustainability and environmental issues for facilities services (Level 2) (4)	Short Answer	Go to www.cityandguilds.com . Password available on Walled Garden



5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

UAN:	L/503/9631
Level:	Level 2
Credit value:	3
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about raising awareness of Facilities services by examining the types of services offered by organisations, the job roles and progression routes and how Facilities services contributes to the wider business environment.

Learning outcome
The learner will:
1 Know about the nature and range of services offered in the facilities sector
Assessment criteria
The learner can:
1.1 state the role of a facilities services organisation
1.2 list a range of typical services offered by a facilities services organisation
1.3 describe a range of services that are offered in the facilities services sector.

Range
Typical services
Cleaning, catering, waste and recycling, works, grounds maintenance, laundry, hospitality, transport
Range of services
Pest control, waste, portering, security, hazardous waste eg feminine hygiene, chemicals

Learning outcome
The learner will: 2 Know about employment in the facilities services sector
Assessment criteria
The learner can: 2.1 describe typical job roles within the facilities sector 2.2 identify career progression routes in the facilities services sector.

Range
Typical job roles Facilities management: facilities manager, assistant manager supervisor (shift, team leader) Support staff: cleaner, receptionist, porter, grounds person, housekeeping, laundry worker, caretaker, catering, food preparation and service staff, refuse and recycling operatives
Career progression routes Qualifications, professional development, in-house training, organisational progression framework

Learning outcome
The learner will: 3 Understand the contribution facilities services make to organisations
Assessment criteria
The learner can: 3.1 give examples of both hard and soft facilities services 3.2 give examples of how facilities services can improve: <ul style="list-style-type: none"> • energy, water and waste management • building services • the working environment.

Range
Hard Services: engineers, electrician, plumber, security personnel Soft services: Cleaner, receptionist, porter, grounds person, housekeeping, laundry worker, caretaker, catering, food preparation and service staff, refuse and recycling operatives

Unit 224 Working in facilities services

Supporting information

Guidance

1.2 Day to day planning,

3.2 Will be around the explanation of improving the main areas listed:

Carrying out a risk assessment to help improve the working environment
Water, waste and energy could be improved by turning off computers are
turned, putting up notices, in-house energy policy, turning off lights,
waste/recycling policy e.g. use of bins, turning off taps, responding to
maintenance issues promptly etc. Building services could be improved by
regular maintenance of lifts, getting the best value from suppliers, regular
cleaning schedule

Unit 225

Health and safety for facilities services

UAN:	R/503/9632
Level:	Level 2
Credit value:	4
GLH:	35
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	<p>The unit aim is about the health & safety of both employers and employees working in the facilities industry.</p> <p>The unit is about knowing best practice on the correct usage of equipment, materials, chemicals, personal protective equipment, security and lifting and handling.</p> <p>This unit covers relevant policies and legislative requirements to take account of health & safety, the environment, regulatory, statutory and operational organisational polices & procedures.</p> <p>This unit also covers the permit to work system.</p>

Learning outcome
The learner will: 1 Understand the health & safety legislation which applies to Facilities services
Assessment criteria
The learner can: 1.1 describe the health and safety legislation and regulations which apply to facilities services 1.2 describe employees responsibilities 1.3 describe employers responsibilities 1.4 explain the appropriate codes of behaviour in relation to health and safety.

Range
Legislation Health and Safety at Work Act (HASAW) Regulation COSHH, Manual handling, PAT (Portable Appliance Testing), Lone worker

<p>Codes Following organisational policies and procedures</p>
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<p>Learning outcome</p> <p>The learner will: 2 Understand how to work in a safe manner</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 state job roles within organisations responsible for health and safety</p> <p>2.2 explain the correct use of:</p> <ul style="list-style-type: none"> • equipment • material • chemicals • Personal Protective Equipment (PPE) <p>2.3 describe types of security requirements when working on sites</p> <p>2.4 describe techniques for safe lifting and handling</p> <p>2.5 describe recommended procedures in the event of:</p> <ul style="list-style-type: none"> • fire • accident • emergency.

<p>Range</p> <p>Job roles Risk manager, health and safety manager, first line managers</p> <p>Types of security requirements Controlling entering and exit of people and vehicles, providing visitors badges, policy for dealing with suspicious circumstances/packages</p>
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<p>Learning outcome</p> <p>The learner will: 3 Understand the permit to work system</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 state the purpose of a permit to work</p> <p>3.2 explain how the permit to work should be completed</p> <p>3.3 state when a permit to work would be necessary.</p>

Learning outcome
The learner will: 4 Understand how to control risks in the workplace
Assessment criteria
The learner can: 4.1 explain the importance of personal hygiene in the workplace 4.2 outline the required personal hygiene standards 4.3 define the terms 'risk', 'hazard' and 'risk assessment' 4.4 identify the types of hazards which might occur in the workplace 4.5 describe health and safety procedures relating to controlling risks 4.6 describe the procedures for reporting hazards 4.7 explain the importance of following manufacturers' instructions 4.8 explain the importance of clear communication in relation to risk assessment 4.9 explain the importance of risk control measures.

Range
Types of hazards Slips, trips and falls, chemicals, spillages, faulty equipment
Health and safety procedures Accident form/book, risk assessment

Unit 226

Working with customers and others in facilities services

UAN:	Y/503/9633
Level:	Level 2
Credit value:	2
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about communicating with both internal and external customers, the importance of relaying accurate and clear information to internal & external customers, creating a positive impression through behaviour & attitudes, working as a team and ensuring the individuals' needs are taken into account.

Learning outcome
The learner will: 1 Understand how to communicate effectively with customers
Assessment criteria
The learner can: 1.1 describe the importance of communicating with others 1.2 describe appropriate ways of communicating with customers 1.3 state the importance of up to date, accurate and clear information 1.4 state key sources of job-related information 1.5 state reasons for adapting communication to different audiences 1.6 state procedures for acknowledging, responding to and recording customer communication 1.7 state the limits of authority for dealing with different types of customer communication.

Range
Appropriate ways of communicating Verbal: face to face, telephone Non-verbal: email, text message, daily log/handover book, body language
Key sources memos, timesheets, schedules, email, bulletin board, logbooks, face to face, minutes from meetings (feedback)

<p>Reasons for adapting communication to ensure the same message is communicated and understood by all, to avoid misunderstanding, reduce complaints, customer satisfaction.</p> <p>Different audiences External customers: contractors, visitors Internal customers: colleagues in the same department and different departments, supervisors, managers, Customers with specific needs: visual/hearing/physical impairment, non-English speaking</p>

<p>Learning outcome</p> <p>The learner will: 2 Understand how to meet customers' needs</p>
<p>Assessment criteria</p> <p>The learner can: 2.1 explain the importance of positive behaviour and attitudes 2.2 describe examples of positive behaviour and attitude 2.3 explain the benefits of creating a positive impression 2.4 describe different types of customer 2.5 describe procedures for handling difficult customer situations.</p>

<p>Range</p> <p>Benefits Business and customer retention, customer loyalty, company reputation.</p> <p>Types of customer External customers: contractors, suppliers, visitors Internal customers: colleagues in the same department and different departments, supervisors, managers</p>

<p>Learning outcome</p> <p>The learner will: 3 Understand how to contribute to effective team working</p>
<p>Assessment criteria</p> <p>The learner can: 3.1 explain the importance of teamwork 3.2 describe roles and responsibilities within teams 3.3 list factors that contribute to effective teamwork 3.4 describe key personal behaviours of team members 3.5 describe how to respond to disagreements in a team.</p>

<p>Range</p> <p>Factors Sharing knowledge/skills clear and open communication channels, clear roles and responsibilities, clear objectives (team/individual)</p>
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Key personal behaviours

Being professional, positive, polite, being respectful of others, adaptable/open to change

Unit 226 Working with customers and others in facilities services

Supporting information

Guidance

2.5 Procedures may vary in different organisations. Centres should consider basic techniques in communication e.g. listening skills, remaining calm, body language, tone of voice, identifying aggressive behaviour.

3.5 is linked to 3.4 key personal behaviours and also organisational procedures.

Unit 227

Sustainability and environmental issues for facilities services

UAN:	R/503/9629
Level:	Level 2
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit enables learners to understand sustainability in its general sense and in the context of a Facilities services environment, focusing on the conservation of utilities and the need to dispose of waste safely.

Learning outcome
The learner will: 1 Understand the basic concepts of sustainability
Assessment criteria
The learner can: 1.1 list and explain common terms used to describe sustainability 1.2 list the principal types of natural resources 1.3 identify the sustainability issues related to natural resources.

Range
Common terms Recycling, carbon footprint, being green
Principal types Oil, gas, water, sun, wind, coal
Sustainability issues Depletion of natural resources, pollution, , water shortages, climate change

Learning outcome
The learner will: 2 Understand environmental issues and legislation relevant to Facilities services
Assessment criteria
The learner can: 2.1 outline the main environmental issues facing facilities services 2.2 list relevant environmental legislation relating to facilities services 2.3 give examples of waste materials handled by the sector 2.4 explain why it is important to comply with legislation.

Range
Environmental issues waste disposal, lack of recycling, misuse of resources (chemical, electrical)
Environmental legislation Water resources, WEEE regulations (Waste, Electrical and Electronic Equipment):, Landfill of Waste, REC (Resource and Environmental Consultants), EPA (Environmental Protection Act), Landfill Directive, Clean Air Act
Waste materials Hazardous: chemicals, sharps, light tubes/fittings, electrical goods, bodily fluids, asbestos General: paper, cardboard, plastic, glass, metals, domestic

Learning outcome
The learner will: 3 Know the importance of using energy and water resources efficiently and ways of reducing waste
Assessment criteria
The learner can: 3.1 state why it is important to use energy efficiently 3.2 identify typical actions to reduce energy consumption 3.3 state why it is important to reduce water usage 3.4 identify typical actions to reduce water usage 3.5 state why it is important to reduce waste 3.6 identify typical actions to reduce waste.

Range
Typical actions turning off electrical sources when not in use, use of cleaning chemicals and detergents that can be used with cold water, staff training, sensor lighting

<p>Typical actions regular inspection and maintenance, use of sensor/automatic taps, not leaving taps running</p> <p>Typical actions Recycling, staff training</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>4 Know the methods for monitoring usage of energy and water resources and managing the safe disposal of waste</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 state the methods for monitoring usage of energy and water resources</p> <p>4.2 describe methods for managing and disposing of waste in a safe manner.</p>

<p>Range</p> <p>Methods for monitoring meter reading, checking invoices against utilities supplies,</p> <p>methods for managing and disposing of waste training, authorised waste contractor, transfer note</p>
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Unit 227 **Sustainability and environmental issues for facilities services**

Supporting information

Guidance

4.2 Sources of further waste guidance: DEFRA (Department for Environment, Food and Rural Affairs) HSE (Health and Safety Executive)



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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