



# **City & Guilds Level 1 in Award and Certificate in Introduction to the Facilities Industry (7612)**

**Version 2.7 (January 2025)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	7.3 Service Enterprises
<b>City &amp; Guilds number</b>	7612
<b>Age group approved</b>	All ages
<b>Entry requirements</b>	N/A
<b>Assessment</b>	Practical Demonstration/Assignment
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Full approval required
<b>Support materials</b>	Assessment guide, marking guide , Smartscreen
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 1 Award in Introduction to the Facilities Industry	7612-01	600/2887/7	67	120
City & Guilds Level 1 Award in Waste and Recycling	7612-02	600/2937/7	46	70
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry - Sustainable Resources	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry - Prepare and Clean Washrooms	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Sustainable Resources	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Customer Service	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Graffiti Removal by Hand	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Servicing of Accommodation Facilities	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Servicing Conferences and Meetings	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Minor Repairs and Maintenance of Property and Premises	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Clean High Risk Areas	7612-03	600/2938/9	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Manual Street Cleaning	7612-03	600/2938/9	79	140

Version and date	Change detail	Section
2.2 September 2013	Updated centre staffing information	Page 12 centre staffing
2.3 Oct 2015	Updated 7612-03 certificate modules	Pages 6-11
2.4 September 2017	Added GLH and TQT details	Qualification at a glance and Introduction
	Removed QCF	Introduction and Appendix 1
July 2023	Images removed	Throughout document
	Reference to 7729 removed	Opportunities for progression.
	Link to OfQual Register removed	Section 5, Units
2.6 March 2024	Update of Quality Assurance Statement	Centre Requirements
2.7 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	All

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# 1 Introduction

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

Area	Description
Who are the qualifications for?	These qualification are for those individuals who wish to work in the facilities industry. The learner can choose the skills they want to focus on and get a greater understanding for topics ranging from managing waste, sustainable use of resources and cleaning in specialised areas.
What do the qualifications cover?	<p>This qualification 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"> <li>• waste and recycling</li> <li>• sustainable resource management</li> <li>• facilities services</li> <li>• safety and security</li> <li>• cleaning graffiti</li> <li>• cleaning specialist areas</li> </ul>
What opportunities for progression are there?	<p>It allows candidates to progress into employment or to the following City &amp; Guilds qualifications:</p> <ul style="list-style-type: none"> <li>• Level 2 Award, Certificate and Diploma in Cleaning Principles (7695)</li> <li>• Level 1 and 2 Award, Certificate and Diploma in Cleaning and Support Services Skills (7648)</li> <li>• Level 2 Certificate and Diploma in Sustainable Waste Management (0746)</li> <li>• Level 2 Certificate in Principles of Sustainable Resource Management (7517)</li> </ul>
Who did we develop the qualifications with?	Developed in association with industry specialists and Asset Skills SSC.
Is it part of an apprenticeship framework or initiative?	No

## Structure

To achieve the City & Guilds **Level 1 Award in Introduction to the Facilities Industry**, learners must achieve 12 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory units:</b>				
Learners must achieve all <b>three</b> mandatory units.				
K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14

To achieve the City & Guilds **Level 1 Award in Waste and Recycling**, learners must achieve 7 credits from the mandatory unit in the table below

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory units:</b>				
Learners must achieve all <b>one</b> mandatory units.				
A/503/4134	105	Introduction to waste and recycling	7	46

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Sustainable Resources**, learners must achieve 16 credits from the mandatory units in the table below

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
T/503/4083	106	Using resources in a sustainable way within the facilities industry	4	26

**Important:** Centres must use the appendix **903** when claiming the certificate for the **Sustainable Resources** pathway.

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Prepare and Clean Washrooms**, learners must achieve 16 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **three** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
K/503/4081	104	Prepare and clean washrooms	4	25

**Important:** Centres must use the appendix **904** when claiming the certificate for the **Prepare and Clean Washrooms** pathway.

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Waste and Recycling**, learners must achieve 19 credits from the mandatory units in the table below

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
A/503/4134	105	Introduction to waste and recycling	7	46

**Important:** Centres must use the appendix **905** when claiming the certificate for the **Waste and Recycling** pathway.

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Customer service**, learners must achieve 15 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
Y/503/6814	107	Customer service within the facilities industry	3	18

**Important:** Centres must use the appendix **906** when claiming the certificate for the **Customer Service** pathway.

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Graffiti removal by hand**, learners must achieve 17 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
K/502/6739	108	Graffiti removal by hand	5	18

**Important:** Centres must use the appendix **907** when claiming the certificate for the **Graffiti removal by hand**, pathway.

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Servicing of accommodation facilities**, learners must achieve 16 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
D/503/6815	109	Servicing of accommodation facilities	4	19

**Important:** Centres must use the appendix **908** when claiming the certificate for the **Servicing of accommodation facilities**, pathway.

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Servicing conferences and meetings**, learners must achieve 14 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
K/503/6817	110	Servicing conferences and meetings	2	16

**Important:** Centres must use the appendix **909** when claiming the certificate for the **Servicing conferences and meetings**, pathway

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Minor repairs and maintenance of property and premises**, learners must achieve 16 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
M/503/6818	111	Minor repairs and maintenance of property and premises	4	26

**Important:** Centres must use the appendix **910** when claiming the certificate for the **Minor repairs and maintenance of property and premises** pathway.

To achieve the City & Guilds. the **Level 1 Certificate in Introduction to the Facilities Industry – Clean high risk areas**, learners must achieve 16 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
T/503/6819	112	Clean high risk areas	4	22

**Important:** Centres must use the appendix **911** when claiming the certificate for the **Clean high risk areas** pathway.

To achieve the City & Guilds. **Level 1 Certificate in Introduction to the Facilities Industry – Manual Street Cleaning**, learners must achieve 14 credits from the mandatory units in the table below.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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**Mandatory units:**

Learners must achieve all **four** mandatory units.

K/503/4078	101	Health, safety and security in the facilities industry	5	27
M/503/4079	102	Workplace hygiene in the facilities industry	4	26
H/503/4080	103	Introduction to working in the facilities industry	3	14
T/503/6822	113	Manual Street Cleaning	2	12

**Important:** Centres must use the appendix **912** when claiming the certificate for the **Manual Street Cleaning** pathway

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 1 Award in Introduction to the Facilities Industry (7612-01)	67	120
City & Guilds Level 1 Award in Waste and Recycling (7612-02)	46	70
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry - Sustainable Resources (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry - Prepare and Clean Washrooms (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Sustainable Resources (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Customer Service (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Graffiti Removal by Hand (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Servicing of Accommodation Facilities (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Servicing Conferences and Meetings (7612-03)	79	140

Title and level	GLH	TQT
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Minor Repairs and Maintenance of Property and Premises (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Clean High Risk Areas (7612-03)	79	140
City & Guilds Level 1 Certificate in Introduction to the Facilities Industry – Manual Street Cleaning (7612-03)	79	140

## 2 Centre requirements

### Approval

#### Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

## Resource requirements

### Centre staffing

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

- be occupationally competent or technically knowledgeable in the area(s) 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.

### Assessors and Internal Quality Assurer

Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff

- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

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

## **Access arrangements and reasonable adjustments**

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **[City & Guilds website](#)**

## 3 Delivering the qualification

### Initial assessment and induction

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

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualifications
- 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 learner fully understands the requirements of the qualifications, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

### Guidance on use of Cleaning Chemicals

When delivering this qualification it is important that learners understand the different types of chemicals required for cleaning all areas and their uses.

### Chemicals

- **Acid cleaner:** often made from phosphoric acid, sodium bisulphate, oxalic acid, hydrochloric acid or sulphuric acid. Acid cleaners usually have to be diluted, which should be carefully measured (eg nitric acid can damage stainless steel if not correctly diluted). Acid cleaner will usually be used to remove non-organic matter, such as limescale.
- **Alkaline detergent:** used when a strong detergent is required to clean things like hard surfaces, carbon black marks, large amounts of dirt, dirty walls or paintwork. Alkaline cleaning materials are usually used for cleaning organic matter.
- **Hard surface cleaner:** usually has a pH of 9 to 11; used for cleaning surfaces with heavy soilage, eg impacted dirt or grease.
- **Toilet cleaner**
- **Neutral detergent:** has a pH of 6 to 9. Also known as general-purpose detergent, and used for all routine cleaning.
- **Glass cleaner:** usually a solution made by dissolving chemicals in water; some glass cleaners also contain a very fine abrasive within the solution.
- **Metal clean**
- **Disinfectant:** not normally needed for cleaning purposes. Problems with using disinfectants include:
  - Surface has to be cleaned first to remove any trace of organic matter.
  - Different disinfectants kill different germs, so a variety of disinfectants would be needed to clear a surface of germs.
  - A disinfectant needs to be left on a surface for up to 30 minutes in some cases to be effective. During this time the area being disinfected must remain wet with the disinfectant solution, and sometimes kept at a certain temperature as well.
  - Care must be taken when diluting disinfectants: too strong and it may damage the surface being cleaned, but too weak and it may not be effective at removing the germs.
  - Once diluted, disinfectant spoils, becoming less effective against germs.

- The containers and equipment used for disinfection must be kept clean, or germs may grow on/in them, reducing the effectiveness of the disinfectant against germs.
- **Sanitizer:** a mixture of a detergent and a disinfectant.

### **Alkaline and acidic cleaning materials**

The pH of a substance is rated on a scale of 0 to 14, with pure water rated as 7 (neutral). Anything less than 7 is acidic, and anything more than 7 is alkaline. In commercial use however, materials with a pH of between 6 and 9 are classed as neutral.

Alkaline cleaning materials are usually used for cleaning **organic matter**, and have a pH between 9 and 13. Caustic cleaning materials have a pH above 13, and burn or destroy organic matter.

Acidic cleaning materials are usually used for cleaning **non organic matter** and have a pH of between 0 and 5.

### **Definitions**

- **Organic matter:** matter originating from living or dead organisms, eg fingerprints, bodily waste, blood
- **Non-organic matter:** matter originating from a non-living source, eg limescale found in areas exposed to hard water

### **Inclusion and diversity**

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)**

### **Sustainability**

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Marking guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

## 4 Assessment

### Assessment of the qualification

Candidates must:

## Assessment types

Unit	Title	Assessment method	Where to obtain assessment materials
101	Health, safety and security in the facilities industry	Assignment	www.cityandguilds.com. Password available on Walled Garden
102	Workplace hygiene in the facilities industry	Assignment	www.cityandguilds.com. Password available on Walled Garden
103	Introduction to working in the facilities industry	Assignment	www.cityandguilds.com. Password available on Walled Garden
104	Prepare and clean washrooms	Assignment	www.cityandguilds.com. Password available on Walled Garden
105	Introduction to waste and recycling	Assignment	www.cityandguilds.com. Password available on Walled Garden
106	Using resources in a sustainable way within the facilities industry	Assignment	www.cityandguilds.com. Password available on Walled Garden
107	Customer service within the facilities industry	Assignment	www.cityandguilds.com. Password available on Walled Garden
108	Graffiti removal by hand	Assignment	www.cityandguilds.com. Password available on Walled Garden
109	Servicing of accommodation facilities	Assignment	www.cityandguilds.com. Password available on Walled Garden

110	Servicing conferences and meetings	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> . Password available on Walled Garden
111	Minor repairs and maintenance of property and premises	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> . Password available on Walled Garden
112	Clean high risk areas	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> . Password available on Walled Garden
113	Manual Street Cleaning	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> . Password available on Walled Garden

- successfully complete 1 assignment for each mandatory unit

## **Assessment strategy**

City & Guilds has written the following assessments to use with these qualifications:

- live assignments that can be downloaded from the City & Guilds website

## **Time constraints**

The following must be applied to the assessment of these qualifications:

Qualification registration is valid for five years.

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information
- Endorsement by a sector or regulatory body.

### Guidance for delivery of the units

These qualifications comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

**Supporting information** provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

## Unit 101

## Health, safety and security in the facilities industry

<b>Level:</b>	1
<b>UAN:</b>	K/503/4078
<b>Credit value:</b>	5
<b>GLH:</b>	27
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit covers health, safety and security. The learner will know about health and safety legislation and be able to follow safe working practices across the facilities industry.

### Learning outcome

The learner will:

- 1 Know relevant health and safety legislation for working in the facilities industry

#### Assessment criteria

The learner can:

- 1.1 state the importance of health and safety in the facilities industry
- 1.2 state employer responsibilities under the Health and Safety at Work Act (HASAW)
- 1.3 state employee responsibilities under the Health and Safety at Work Act (HASAW).

### Learning outcome

The learner will:

- 2 Know how to work safely in the facilities industry

#### Assessment criteria

The learner can:

- 2.1 state safe working practices when using chemicals
- 2.2 state safe working practices when lifting and handling
- 2.3 state safe working practices when using electrical and non-electrical equipment

- 2.4 state safe working practices when lone working
- 2.5 state safe working practices when working in **external areas**

## **Range**

### **2.5 external areas**

Public highways, grounds and parks, waste storage areas, car parks, play areas, waterways private land, land managed by other organisations, eg crown estates, Ministry of Defence, National Trust.

## **Learning outcome**

The learner will:

- 3 Be able to work safely in the facilities industry

### **Assessment criteria**

The learner can:

- 3.1 work safely when using chemicals
- 3.2 work safely when lifting and handling
- 3.3 work safely when using electrical equipment
- 3.4 work safely when using non electrical equipment.

## **Learning outcome**

The learner will:

- 4 Know how to maintain safety and security in the facilities industry

### **Assessment criteria**

The learner can:

- 4.1 identify the importance of following **security procedures** in the workplace
- 4.2 state what **action** to take in the event of fire
- 4.3 state what action to take in the event of an accident or personal injury

## **Range**

### **4.1 security procedures**

Entering and exit, key control, suspicious circumstances/people

### **4.2 action**

Report and evacuate

## **Unit 101 Health, safety and security in the facilities industry**

### Supporting information

#### **Guidance**

##### **Learning Outcome 1, Assessment Criteria 1.2 and 1.3**

Tutors should note that they are only required to provide the learner with an **outline** of the employer and employee responsibilities under the current health and safety legislation

## Unit 102

## Workplace hygiene in the facilities industry

<b>Level:</b>	1
<b>UAN:</b>	M/503/4079
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit covers the importance of personal and workplace hygiene within the facilities industry. Learners are required to know the importance of hygienic practices in the prevention and control of contamination and cross infection.

### Learning outcome

The learner will:

- 1 Know why it is important to keep clean and hygienic in the workplace

#### Assessment criteria

The learner can:

- 1.1 state the importance of wearing clean clothes in the workplace
- 1.2 state why some types of jewellery and accessories may not be worn
- 1.3 state the importance of keeping hair, skin and nails clean and hygienic
- 1.4 state why it is important to follow organisational requirements for hand hygiene
- 1.5 state the importance of hand washing

### Learning outcome

The learner will:

- 2 Know the use of Personal Protective Equipment (PPE) within the facilities industry

#### Assessment criteria

The learner can:

- 2.1 list types of **personal protective equipment** used in **job roles** within the facilities industry
- 2.2 state why it is important to wear **personal protective equipment** within the facilities industry
- 2.3 state how to **care** for used **personal protective equipment** within the facilities industry
- 2.4 state how to **dispose** of used **personal protective equipment** within the facilities industry
- 2.5 state the importance of disposing of used **personal protective equipment** correctly

## **Range**

### **2.1, 2.2, 2.3, 2.4, 2.5 personal protective equipment**

Uniform, gloves, closed in shoes, safety shoes and boots, plastic aprons, goggles, masks, hats, disposable overalls, ear defenders.

### **2.1 job roles**

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

### **2.3 care**

Laundering, disposal, storage, cleaning.

### **2.4 dispose**

Incineration, clinical waste, laundering.

## **Learning outcome**

The learner will:

- 3 Know how to prevent and control contamination and cross-infection within the facilities industry

### **Assessment criteria**

The learner can:

- 3.1 state cleaning principles that can be used in order to avoid contamination and risk of infection in the **facilities industry**
- 3.2 state why it is important to report cuts and grazes
- 3.3 state why it is important to cover cuts and grazes
- 3.4 state why it is important to report illnesses that may affect their ability to work

## **Range**

### **3.1 facilities industry**

Food areas, high risk areas, waste areas, internal areas, public highways, grounds and parks, waste storage areas, car parks, play areas, waterways private land, land managed by other organisations, eg crown estates, Ministry of Defence, National Trust.

## **Unit 102    Workplace hygiene in the facilities industry**

### Supporting information

#### **Guidance**

##### **Learning Outcome 3, Assessment Criteria 3.1**

Note that cleaning food areas does not include food preparation surfaces.

##### **Learning Outcome 3, Assessment Criteria 3.2**

Note that the reporting of cuts, grazes or illnesses relates to legislation.

##### **Learning Outcome 3, Assessment Criteria 3.3**

Note that covering cuts or grazes relates to contamination and cross-infection.

## Unit 103

## Introduction to working in the facilities industry

<b>Level:</b>	1
<b>UAN:</b>	H/503/4080
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit covers an introduction to employment in the facilities industry. The learner will know about places of work, job roles and the importance of team work and communication.

### Learning outcome

The learner will:

- 1 Know about employment in the facilities industry

### Assessment criteria

The learner can:

- 1.1 identify **places of work** in the facilities industry
- 1.2 identify the different **service areas** within the facilities industry
- 1.3 identify **job roles** in the facilities industry
- 1.4 identify ways to **progress** in the facilities industry

### Range

#### 1.1 places of work

Health care premises, educational establishments, hotels, prisons, offices, public buildings and amenities, transport services; airports, aeroplanes, stations, trains, ports, buses

#### 1.2 service areas

Cleaning, catering, security, waste and recycling, works, grounds maintenance, laundry, portering, hospitality, transport

#### 1.3 job roles

Soft services: Cleaner, receptionist, porter, grounds person, housekeeping, laundry worker, caretaker, catering, food preparation and service staff, refuse and recycling operatives.

Hard Services: engineers, electrician, plumber, security personnel

### **1.4 Progress**

Qualifications, professional development

### **Learning outcome**

The learner will:

2 Know how to work as part of a team

#### **Assessment criteria**

The learner can:

- 2.1 describe the importance of working as part of a team
- 2.2 state the importance of **standards of behaviour** in the workplace
- 2.3 state the importance of communicating with **others** in the workplace
- 2.4 state the **methods** of communication with others in the workplace
- 2.5 identify the effects of your work on others
- 2.6 describe **types of problems** that can occur within a team

### **Range**

#### **2.2 standards of behaviour**

Punctuality, reliability, taking responsibility for own work load, appearance, following instructions

#### **2.3 others**

External (customers, general public), internal (work colleagues, supervisors)

#### **2.4 methods**

Written (paper based or electronic), verbal, correct body language, two way radio, mobile phone

#### **2.6 types of problems**

Cultural, personality, different levels of work performance

## Unit 104

## Prepare and clean washrooms

<b>Level:</b>	1
<b>UAN:</b>	K/503/4081
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit covers preparation and cleaning of washrooms. The learner is required to select and use PPE, equipment and chemicals in order to clean washrooms hygienically. They are required to follow safety precautions whilst working and return equipment and chemicals to the right place.

### Learning outcome

The learner will:

- 1 Know how to prepare to clean washrooms

### Assessment criteria

The learner can:

- 1.1 explain the importance of maintaining hygiene:
  - personal
  - of the work area
- 1.2 identify the **equipment** and **chemicals** required
- 1.3 identify the **Personal Protective Equipment (PPE)**
- 1.4 identify the **safety precautions** required

### Range

#### Equipment

Colour coded mop, cloths, buckets, abrasive pad, consumables

#### Chemicals

Hard surface cleaner, toilet cleaner, neutral detergent

## **Personal Protective Equipment (PPE)**

Uniform, gloves, closed in shoes, plastic aprons

## **Safety precautions**

Safety signs, ventilation

## **Learning outcome**

The learner will:

2 Be able to prepare to clean washrooms

### **Assessment criteria**

The learner can:

- 2.1 wear **Personal Protective Equipment (PPE)**
- 2.2 select the **equipment** and **chemicals** required
- 2.3 apply **safety precautions** required

## **Range**

### **Personal Protective Equipment (PPE)**

Gloves, closed in shoes, plastic aprons

### **Equipment**

Colour coded mop, cloths, buckets, abrasive pad, consumables

### **Chemicals**

Hard surface cleaner, toilet cleaner, neutral detergent

### **Safety precautions**

Safety signs, ventilation

## **Learning outcome**

The learner will:

3 Know how to clean washrooms

### **Assessment criteria**

The learner can:

- 3.1 identify the correct chemicals for the removal of different types of soil
- 3.2 describe the key stages of cleaning washrooms in order to avoid contamination and risk of infection:
  - remove **waste**
  - clean wash basins, fixtures and fittings
  - clean toilets/urinals
  - replenish consumables

- clean floor
- return the work area to use
- dispose of waste in an **environmentally friendly manner**.

### **Range**

#### **Waste**

Litter, organic waste, dust, debris

#### **Environmentally friendly manner**

Waste paper recycled, waste solutions appropriately disposed of

### **Learning outcome**

The learner will:

4 Be able to clean washrooms

#### **Assessment criteria**

The learner can:

- 4.1 remove **waste** and debris from washrooms
- 4.2 clean wash basins, fixtures and fittings to avoid risk of infection or contamination
- 4.3 clean toilets/urinals to avoid risk of infection or contamination
- 4.4 replenish consumables to company standards
- 4.5 clean floor to avoid risk of infection or contamination
- 4.6 return the work area to use
- 4.7 dispose of **cleaning waste** in an environmentally friendly manner
- 4.8 clean and return equipment to the right place
- 4.9 return chemicals to the right place

### **Range**

#### **Waste**

Litter, organic waste, dust

#### **Cleaning waste**

Waste paper, cleaning chemicals/solutions, cleaning materials eg cloths mop-heads

## Unit 105

## Introduction to waste and recycling

<b>Level:</b>	1
<b>UAN:</b>	A/503/4134
<b>Credit value:</b>	7
<b>GLH:</b>	46
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit introduces the learner to the procedures for accepting, collecting, removing and disposing of waste and recyclable materials. Learners are required to know safe working practices when clearing waste and operating equipment and vehicles

### Learning outcome

The learner will:

- 1 Know how to accept and collect waste and recyclable materials

### Assessment criteria

The learner can:

- 1.1 identify **types of waste** for collection
- 1.2 identify **types of waste that can be recycled**
- 1.3 identify **Personal Protective Equipment (PPE)** required for waste collection
- 1.4 identify types of **containers** used for collecting waste
- 1.5 describe types of **hazards** when collecting waste
- 1.6 describe **handling procedures** for types of waste
- 1.7 state the importance of segregating recyclable materials:
  - at acceptance point
  - at collection point

### Range

#### Types of waste

Paper, glass, plastic, metal, liquid, clinical, general domestic, food, composting waste, asbestos, chemicals, animal and human waste, pests dead and alive, hazardous and non-hazardous

### **Types of waste that can be recycled**

Paper, glass, plastic, metal, liquid, general domestic, composting waste, textiles

### **Personal protective equipment (PPE)**

Heavy duty gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks, hard hat

### **Containers**

Plastic bags(colour coded), rigid containers, sharp bins, litter bins

### **Hazards**

Dangerous site/access, toxic materials, traffic and routing problems, split bags, unsuitable or damaged containers/receptacles

### **Handling procedures**

Manual handling, protecting yourself with gloves, not disseminating bacteria whilst removing waste, security of waste, labelling of waste, classification of waste

### **Learning outcome**

The learner will:

- 2 Be able to remove and dispose of waste

### **Assessment criteria**

The learner can:

- 2.1 remove different types of waste
- 2.2 select and use suitable **Personal Protective Equipment (PPE)** for removing and disposing of waste
- 2.3 dispose of waste according to work instructions
- 2.4 use correct manual handling techniques when removing waste

### **Range**

### **Personal protective equipment (PPE)**

Heavy duty gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks, hard hat

### **Learning outcome**

The learner will:

- 3 Know how to work safely

## Assessment criteria

The learner can:

- 3.1 identify **persons** affected by the work being undertaken
- 3.2 describe **types of safety information** provided by employers to employees
- 3.3 describe **where to find safety information**
- 3.4 state the **differences** between lone working and team working
- 3.5 list **factors** that could make the work environment more dangerous
- 3.6 identify ways in which own **working practices** can damage the environment
- 3.7 state the current legislation for waste and recycling
- 3.8 identify **manual handling techniques**
- 3.9 state what is meant by hazardous and non hazardous materials

## Range

### Persons

Yourself, workmates, public, trespassers, visitors, vulnerable groups/individuals

### Types of safety information

Training, work instructions eg do's and don'ts, policies and procedures, safety manuals, posters eg safety, colour coded, sharp bin, hazards

### Where to find safety information

Line managers, health and safety officer, on equipment and vehicles, notice boards, safety manuals, posters

### Differences

Lone working: contact policy, access to first aid, personal security, no one to look out for dangers

Team working: shared labour, size of workload

### Factors

Location, weather, general public, lighting, level of pedestrian or vehicle traffic, time of day

### Working practices

Failing to report dangerous objects and waste, failing to secure vehicles and containers holding waste, spillages

### Manual handling techniques

Lifting, lowering, pushing and pulling

## Learning outcome

The learner will:

- 4 Know how to operate waste and recycling equipment and vehicles safely

### Assessment criteria

The learner can:

- 4.1 state types of **equipment and vehicles** used in waste and recycling operations
- 4.2 state the importance of following operating procedures for equipment and vehicles

- 4.3 identify faults in equipment and vehicles
- 4.4 state who equipment and vehicles faults should be reported to
- 4.5 describe how to work **safely** when using equipment and vehicles
- 4.6 state how to maintain **security** of equipment and vehicles

## **Range**

### **Equipment and vehicles**

Barrow, movable container, mechanical street cleaner, refuse and recycling lorries, tractor, shredder, baler, segregator, pallet truck

### **Safely**

Cleanliness, all parts operable, safety guards in place, signals, drivers vision, manoeuvring vehicles, not causing an obstruction, safety of other road users and passers by, safety of passengers, road worthiness

### **Security**

Vehicles: parking, locking, removal of keys, immobilisation of vehicle loading mechanisms

Equipment: locking, removal of keys, correct storage

## Unit 105 Introduction to waste and recycling

### Supporting information

#### Guidance

##### Learning Outcome 3, Assessment Criteria 3.7

Note current legislation would cover Environmental Protection Act 1990, Environment Act 1995, Landfill Act and Health & Safety at Work Act (HASAW).

Tutors should check the following websites for updates to legislation:

<http://environmentagency.net/>

[http://www.wrap.org.uk/wrap\\_corporate/about\\_wrap](http://www.wrap.org.uk/wrap_corporate/about_wrap).

<http://ec.europa.eu/environement/waste/index.htm>

<http://www.defra.gov.uk/>

##### Learning Outcome 1, Assessment Criteria 1.2

Tutors should ensure that the learner is aware of the waste hierarchy as per the Waste Framework Directive. The hierarchy is as follows:

- waste prevention
- preparing for re-use
- recycling
- other recovery eg energy from waste
- final disposal ie landfill

## Unit 106

## Using resources in a sustainable way within the facilities industry

<b>Level:</b>	1
<b>UAN:</b>	T/503/4083
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit covers the efficient and sustainable use of key resources in the facilities industry. The learner will know how to reduce wastage and minimise damage to the environment.

### Learning outcome

The learner will:

- 1 Know how to use key resources in a sustainable way within the facilities industry

### Assessment criteria

The learner can:

- 1.1 describe the use of the following key resources within the **facilities industry**:
  - energy
  - water
  - equipment and materials
  - people
- 1.2 identify opportunities for **reducing wastage** of the key resources within the facilities industry:
  - energy
  - water
  - equipment and materials
  - people
- 1.3 outline how reducing wastage of key resources would benefit an organisation
- 1.4 identify ways in which an individual can work in an environmentally friendly manner

## **Range**

### **Facilities industry**

Cleaning, catering, security, waste and recycling, works, grounds and maintenance, laundry, portering, hospitality, transport

### **Reducing wastage**

Energy: turning off electrical sources when not in use, use of cleaning chemicals and detergents that can be used with cold water

People: work schedules/specifications, rotas, training staff, carrying out the job at the most efficient time of day

Water: dilution rates, not leaving taps running

Equipment and materials: correct use of chemicals and equipment, correctly dilute chemicals, re-use equipment, use of micro-fibre cloths to minimise chemical use, use multi-purpose equipment and materials, use of consumables ie toilet paper

## **Learning outcome**

The learner will:

2 Understand the impact that the facilities industry has on the environment

### **Assessment criteria**

The learner can:

- 2.1 describe **working practices** that can cause damage to the environment
- 2.2 state who to report environmental problems to
- 2.3 describe the **impact** of the damage on the environment
- 2.4 state the importance of complying with legislation on environmental protection

## **Range**

### **Working practices**

Lack of recycling, incorrect disposal of waste, incorrect use of equipment and materials

### **Impact**

Pollution (air and noise), increased landfill space, soil contamination, water shortages

## **Unit 106 Using resources in a sustainable way within the facilities industry**

### Supporting information

#### **Guidance**

##### **Learning Outcome 2, Assessment Criteria 2.3**

Tutors should ensure that the learner is aware of the waste hierarchy as per the waste framework directive. The hierarchy is as follows:

- waste prevention
- preparing for re-use
- recycling
- other recovery eg energy from waste
- final disposal ie landfill

## Unit 107

## Customer Service within the Facilities Industry

<b>Level:</b>	1
<b>UAN:</b>	Y/503/6814
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	The unit gives learners a basic understanding of the importance of good customer service within the facilities industry

### Learning outcome

The learner will:

- 1 Know the benefits of good customer service

### Assessment criteria

The learner can:

- 1.1 outline what **good customer service** is
- 1.2 state the **benefits** of good customer service
- 1.3 describe good service for **different customer groups**
- 1.4 identify different dress codes for **job roles**

### Range

#### 1.1 Good customer service

Meeting and/or exceeding customer expectation, dealing effectively with customer requests and complaints, positive attitude, good service knowledge, appropriate verbal and non-verbal communication with external and internal customers, good personal presentation

#### 1.2 Benefits

To the business: reputation, gaining new clients

To the customer: meet and/or exceed expectations, customer satisfaction, positive experience, accuracy and reliability of information, local knowledge

To the employee: secure employment, job satisfaction, improved morale, effective teamwork

### **1.3 Different customer groups**

External customers: contractors, visitors

Internal customers: colleagues in the same department and different departments, supervisors, managers, residents, patients

Customers with specific needs: visual/hearing/physical impairment, non-English speaking

### **1.4 Job roles**

Soft services: Cleaner, receptionist, porter, grounds person, housekeeping, laundry worker, caretaker, catering staff, refuse and recycling operatives

Hard Services: engineers, electrician, plumber, security personnel

## **Learning outcome**

The learner will:

2 know how to communicate with customers in the facilities industry

### **Assessment criteria**

The learner can:

- 2.1 state methods of **communication**
- 2.2 identify the **benefits** of good communication
- 2.3 state **how to deal** with routine **customer needs**

## **Range**

### **2.1 communication**

Verbal: face to face, telephone

Non-verbal: email, text message, daily log/handover book, body language

### **2.2 Benefits**

Providing customers with accurate information, avoiding misunderstandings, reduce complaints, effective team work, customer satisfaction

### **2.3**

#### **How to deal**

Promptly, politely, effectively, accurately, reporting/recording incidents

#### **Customer needs**

Providing information, answering queries, giving directions, complaints

## Unit 108

## Graffiti removal by hand

<b>Level:</b>	1
<b>UAN:</b>	K/502/6739
<b>Credit value:</b>	5
<b>GLH:</b>	18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit is about removing graffiti by hand on a range of surfaces. The work may be organised by local authorities, private contractors or environmental and community groups who are involved in cleaning in the local neighbourhood. The unit focuses on identifying which surfaces should or should not be cleaned by hand, selection and use of the appropriate cleaning materials and equipment and the different methods of removing graffiti.

### Learning outcome

The learner will:

- 1 Know the types of surfaces

### Assessment criteria

The learner can:

- 1.1 identify different types of **porous** surfaces
- 1.2 identify different types of **non-porous** surfaces
- 1.3 Identify **surfaces** that should be referred for specialist advice

### Range

#### Porous

Brick, stone/rock (sandstone, limestone, marble, slate), concrete, wood, granite, painted surfaces

## **Non-porous**

Glass, street furniture (bins, lights, columns, street/road signs, benches), linoleum, vinyl, metal

## **Surfaces**

Trees, historic buildings/monuments, places of worship, sculptures, art works/murals, plastics

## **Learning outcome**

The learner will:

2 Know the equipment and materials for removing graffiti

### **Assessment criteria**

The learner can:

- 2.1 List the **equipment and materials** required for removing graffiti
- 2.2 Identify **hazardous materials**
- 2.3 Describe the **effects** of using incorrect cleaning equipment and materials
- 2.4 Explain how to remove graffiti from surfaces treated **with anti-graffiti coatings**

## **Range**

### **Equipment and materials**

Personal Protective Equipment (PPE), solvents (liquids/sprays/gels/wipes), acids, alkalis, detergents, buckets, scrub brush (hard, soft), water, cloths, scrapers, abrasive pads (hard, soft), waste container (bags, bins)

### **Hazardous materials**

Flammable, corrosive, irritant, harmful, toxic, oxidising

### **Effects**

Plastics: clouding

Limestone/marble: etching, scratching (by acids and harsh techniques)

Road signs: removal of reflective coating and damage to the fabric

Porous surfaces: can cause graffiti to penetrate further into surface

### **Anti-graffiti coatings**

Short- and long-lasting

## **Learning outcome**

The learner will:

3 Be able to remove graffiti

## Assessment criteria

The learner can:

- 3.1 Identify **areas** where permission may be required before removing graffiti
- 3.2 Describe different **methods** of removing graffiti
- 3.3 Name types of surface on which graffiti is located
- 3.4 Describe situations in which it is **not safe to remove** the graffiti
- 3.5 Select and use equipment and materials in line with manufacturers' instructions
- 3.6 Select and use Personal Protective Equipment (PPE) in line with manufacturers' instructions
- 3.7 Hand remove graffiti from **surfaces**
- 3.8 Dispose of hazardous and/or non hazardous waste in accordance with manufacturers' instructions
- 3.9 Communicate **information** to **relevant persons and groups**

### Range

#### Areas

Private property; commercial, industrial, domestic dwellings, passenger transport, places of worship, advertising hoardings, bus shelters, smoking canopies

Public property; trees, historic buildings/monuments, building conservation areas, sculptures, art works/murals, public information boards

#### Methods

Hand removal, pressure washer removal

#### Not safe to remove

Personal conflict, location, height, safe access and egress, public access, traffic conditions, weather, ventilation

#### Surfaces

Porous, non porous

#### Information

Inability to complete tasks (e.g. work at height, private property, work for other teams), can work be completed within given timescales, accidental damage to surfaces, inform manager that job is completed, any relevant documentation

#### Relevant persons and groups

Supervisor, line manager, community groups, owners of private property

## Unit 109

## Servicing of accommodation facilities

<b>Level:</b>	1
<b>UAN:</b>	D/503/6815
<b>Credit value:</b>	4
<b>GLH:</b>	19
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit covers the daily cleaning and servicing requirements to be carried out in accommodation facilities.

### Learning outcome

The learner will:

- 1 Know the job roles within accommodation facilities

### Assessment criteria

The learner can:

- 1.1 identify **job roles**
- 1.2 describe the **responsibilities** of different job roles

### Range

#### 1.1 Job roles

Room attendant, housekeeper, supervisor

#### 1.2 Responsibilities

Maintain cleaning standards, customer satisfaction, health safety and security, reporting of faults, communication with other departments

### Learning outcome

The learner will:

## 2 Know how to service accommodation facilities

### Assessment criteria

The learner can:

- 2.1 identify the **equipment, chemicals** and **linen** required for servicing accommodation facilities
- 2.2 identify the **Personal Protective Equipment (PPE)** suitable for the task
- 2.3 identify **safety precautions** to be taken when servicing accommodation facilities
- 2.4 identify **cleaning principles** to be followed in order to avoid contamination
- 2.5 identify **types of waste** to be disposed of

### Range

#### 2.1

**Equipment:** colour coded mop, cloths and buckets, abrasive pad, consumables, vacuum cleaner

**Chemicals:** hard surface cleaner, toilet cleaner, neutral detergent, glass cleaner, metal cleaner

**Linen:** bed linen, towels

#### 2.2 PPE

uniform, gloves, closed in shoes, plastic aprons

#### 2.3 Safety precautions

safety signs, ventilation, equipment checks

#### 2.4 Cleaning principles

clean to dirty cleaning, leaving surfaces dry, high to low, contact time with chemicals

#### 2.5 Types of waste

Paper, glass, plastic, consumables

### Learning outcome

The learner will:

## 3 Be able to service accommodation facilities

### Assessment criteria

The learner can:

- 3.1 select the **equipment, chemicals** and **linen** required for servicing accommodation facilities
- 3.2 wear suitable **Personal Protective Equipment (PPE)** for the task
- 3.3 follow **safety precautions** to be taken when servicing accommodation facilities
- 3.4 service **accommodation facilities** in accordance with organisational specifications.
- 3.5 follow **cleaning principles** in order to avoid contamination
- 3.6 dispose of waste in an **environmentally friendly manner**

## Range

### 3.1

**Equipment:** colour coded mop, cloths, buckets, abrasive pad, consumables, vacuum cleaner

**Chemicals:** hard surface cleaner, toilet cleaner, neutral detergent, glass cleaner, metal cleaner

**Linen:** bed linen, towels

### 3.2 PPE

uniform, gloves, closed in shoes, plastic aprons

### 3.3 Safety precautions

safety signs, ventilation, equipment checks, follow lone worker policies

### 3.4 Accommodation facilities:

- **bathrooms/washrooms**

Clean to dirty cleaning, sorting of towels avoiding unnecessary laundry, respect of customer wishes (towels, occupied rooms)

- **bedrooms/apartments**

Strip and remake beds, sorting of linen, collecting clean linen and separating dirty linen, clean soft furnishings

### 3.5 Cleaning principles

Clean to dirty cleaning, leaving surfaces dry, high to low, contact time with chemicals

### 3.6 Environmentally friendly manner

waste solutions appropriately disposed of , separating recyclable waste e.g. glass, plastic, paper

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## Supporting information

### **Guidance**

#### **Lone working**

Certain roles within the cleaning industry involve working alone on empty premises. Although there are no specific regulations regarding lone working, it is covered by the Health and Safety at Work Act 1974 and the Management of Health and Safety Regulation 1999. Employers should have established policies and procedures in place for lone workers.

## Unit 110

## Servicing conferences and meetings

<b>Level:</b>	1
<b>UAN:</b>	K/503/6817
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit is about the role of staff in supporting conferences and meetings

### Learning outcome

The learner will:

- 1 Know the role of staff within conferences and meetings

### Assessment criteria

The learner can:

- 1.1 state the different **types of tasks** which support customer conferences and meetings
- 1.2 state staff **responsibilities** in maintaining security
- 1.3 outline the importance of **personal hygiene and presentation**
- 1.4 state the **importance of communication** with internal and external customers

### Range

#### 1.1 Types of tasks

Prepare the room, report faults, move furniture, provide and replenish refreshments, provide and set up equipment, clear the room after conferences or meetings

#### 1.2 Responsibilities

Aware of customer personal property, follow security procedures (e.g. lock empty rooms), report suspicious circumstances

### 1.3 Personal hygiene and presentation

Health safety and hygiene, clean uniform, appropriate footwear, clean hair, hands and nails, appropriate use of cosmetics and jewellery, present a positive image of the organisation

### 1.4 Importance of communication

Communication with internal customers: following briefing instructions, effective team work, health, safety and security

Communication with external customers: awareness of special requirements, health, safety and security, timings

### Learning outcome

The learner will:

- 2 be able to set up and clear a conference or meeting room

#### Assessment criteria

The learner can:

- 2.1 collect and set up **equipment, tableware and consumables** required for conferences and meetings
- 2.2 **maintain a room** during conferences or meetings
- 2.3 clear room according to instructions

### Range

#### 2.1

**Equipment:** Furniture, visual aids, pads, pens and folders

**Tableware:** Glasses, crockery, coasters

**Consumables:** refreshments

#### 2.2 Maintain a room

Replenish tableware and consumables: Glasses, crockery, refreshments

dispose of waste, maintain layout and appearance of the room, report faults e.g., faulty light bulbs, check room environment e.g. temperature/ventilation, health and safety

## Unit 111

## Minor repairs and maintenance of property and premises

<b>Level:</b>	1
<b>UAN:</b>	M/503/6818
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit is about carrying out minor repairs and maintenance of property and premises, both internally and externally.

### Learning outcome

The learner will:

- 1 Know the work environments within property maintenance

### Assessment criteria

The learner can:

- 1.1 identify different **places of work**
- 1.2 describe the work **responsibilities**

### Range

#### 1.1 Places of work

Internal and external areas of: Health care premises, educational establishments, hotels, prisons, offices, public buildings and amenities, airports, stations, ports, catering establishments, social housing

#### 1.2 Responsibilities

Reporting faults outside of own responsibility, carrying out minor repairs (e.g. wiring a plug, unblocking a sink, patch and repair wall surfaces), maintaining health safety and security,

communicating with internal and external customers, maintaining property (e.g. sweeping paths, removing waste and salting icy paths)

### **Learning outcome**

The learner will:

- 2 know how to carry out minor repairs and maintenance on property and premises

### **Assessment criteria**

The learner can:

- 2.1 Identify the area and items to be repaired
- 2.2 describe the importance of checking **tools and equipment** before carrying out tasks
- 2.3 Describe how to **prepare work areas**
- 2.4 Describe the importance of reporting faults and damage outside of own responsibility
- 2.5 State who to report faults and damage to
- 2.6 State **safe working practices**
- 2.7 State the importance of following manufacturers' instructions when using **tools, equipment** and materials
- 2.8 List **Personal Protective Equipment (PPE)** for different types of maintenance and repairs
- 2.9 State the importance of completing work in a timely manner

### **Range**

#### **2.2, 2.7 Tools and equipment**

Hammer, screwdriver, chisel, drill, spirit level, plane, measuring tape, hand-saw, shovel, step-ladder, plunger, spanner, hard brush, litter-picker, dust pan and brush

#### **2.3 Prepare work areas**

Cordon off work area, safety signs, protect area e.g. dust sheets

#### **2.6 Safe working practices**

Safety signs, ventilation, equipment checks, PPE, safe practice for lone working, use of Control of Substances Hazardous to Health (COSHH) data sheets, weather conditions

#### **2.8 Personal Protective Equipment (PPE)**

Gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks

## Learning outcome

The learner will:

3 Be able to carry out minor repairs and maintenance on property and premises

## Assessment criteria

The learner can:

- 3.1 select and use appropriate **personal protective equipment (PPE)** for the task
- 3.2 **Prepare work areas**
- 3.3 Carry out **minor repairs and maintenance**
- 3.4 Follow **safe working practices** using equipment, tools and materials
- 3.5 Carry out final checks on minor repairs and maintenance
- 3.6 clean and lubricate equipment and tools as necessary and return to the right place
- 3.7 remove different **types of waste**

## Range

### 3.1 Personal Protective Equipment (PPE)

gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks

### 3.2 Prepare work areas

Communicate with internal and external customers, cordon off work area, safety signs, protect area e.g. dust sheets

### 3.3 minor repairs and maintenance

Wiring a plug, unblocking a sink, patch and repair wall surfaces

### 3.4 Safe working practices

safety signs, ventilation, equipment checks, PPE, safe practice for lone working, use of Control of Substances Hazardous to Health (COSHH) data sheets, weather conditions

### 3.7 types of waste

hazardous, non-hazardous, recyclable

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## Supporting information

### **Guidance**

#### **Lone working**

Certain roles within the cleaning industry involve working alone on empty premises. Although there are no specific regulations regarding lone working, it is covered by the Health and Safety at Work Act 1974 and the Management of Health and Safety Regulation 1999. Employers should have established policies and procedures in place for lone workers.

#### **AC 3.3 Guidance on minor repairs and maintenance**

Tutors should ensure that there is a spare plug available to be kept and used only for this exercise. Learners would not be expected to wire something that is going to be used on electrical equipment such as a kettle due to health and safety risks.

## Unit 112

## Clean high risk areas

<b>Level:</b>	1
<b>UAN:</b>	T/503/6819
<b>Credit value:</b>	4
<b>GLH:</b>	22
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit is about cleaning high risk areas. It also covers how to prevent the spread of infection and contamination by following relevant processes and procedures

### Learning outcome

The learner will:

- 1 understand the term “high risk area”

### Assessment criteria

The learner can:

- 1.1 describe what a high risk area is
- 1.2 list **different work environments** which may be considered high risk areas

### Range

#### 1.2 different work environments

care/nursing homes, hospices, nurseries, day care centres, hospital wards, operating theatres, laboratories, clinical rooms, ambulances

### Learning outcome

The learner will:

- 2 Know how to reduce cross-contamination to and from high risk areas

## Assessment criteria

The learner can:

- 2.1 describe the **importance** of following procedures when entering and leaving a high risk area
- 2.2 describe **requirements** for entering and leaving a high risk area
- 2.3 state types of **Personal Protective Equipment (PPE)** that must be worn in a high risk area
- 2.4 state the importance of hand washing in a high risk area
- 2.5 state the importance of reporting cuts or grazes
- 2.6 state the importance of covering cuts and grazes
- 2.7 state the importance of reporting illnesses
- 2.8 state **who to report problems to**

## Range

### 2.1 Importance

To reduce the spread of infection from the outside area into the high risk area.

To reduce the spread of infection from the high risk area to the outside areas

### 2.2 Requirements

Entering: PPE e.g. aprons, masks, gown, gloves, overshoes. Washing hands, check for permission to enter, removal of personal items e.g. mobile phones, jewellery

Leaving: removal and disposal of PPE, washing hands, clean equipment and leave it in designated areas

### 2.3 Personal Protective Equipment (PPE)

Aprons, masks, gown, gloves, overshoes

### 2.8 Who to report problems to

Supervisor, infection control officer

## Learning outcome

The learner will:

3. Be able to clean high risk areas

## Assessment criteria

The learner can:

- 3.1 follow hand washing procedures on entering high risk area
- 3.2 select and wear **Personal Protective Equipment (PPE)** as required
- 3.3 prepare **equipment, materials and chemicals** required for cleaning
- 3.4 display relevant signage prior to cleaning high risk areas
- 3.5 collect waste and debris and place in an appropriate container for collection
- 3.6 clean fixtures, fittings, equipment and surfaces to avoid risk of infection or contamination
- 3.7 replenish consumables as required
- 3.8 clean cleaning equipment and leave in designated areas
- 3.9 check the cleaned area, remove and dispose of PPE and cloths where appropriate
- 3.10 Follow hand washing procedures on leaving high risk area

## **Range**

### **3.2 Personal Protective Equipment (PPE)**

aprons, masks, gown, gloves, overshoes

### **3.3 equipment, materials and chemicals**

colour coded mop, cloths, buckets, Chemicals e.g. hard surface cleaner, toilet cleaner, neutral detergent, disinfectant, sanitiser

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## Supporting information

### **Guidance**

This unit is specialised in nature and relates to working in high risk areas across a broad range of locations and is not specifically geared to hospital environments. The focus is on situations where learners will have to move from regular cleaning into cleaning high risk areas such as in care homes, day care centres, nurseries and highlights the importance of following procedures when entering/leaving and working in high risk areas.

The unit can only be carried out in one of the high risk areas identified in Assessment Criteria 1.2 and cannot be simulated in other environments

## Unit 113

## Manual street cleaning

<b>Level:</b>	1
<b>UAN:</b>	T/503/6822
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills
<b>Aim:</b>	This unit is about knowing how to remove litter and refuse and manually clean streets and public areas.

### Learning outcome

The learner will:

- 1 know how to prepare for manual street cleaning

### Assessment criteria

The learner can:

- 1.1 describe the content of the beat schedule
- 1.2 state the importance of the beat schedule
- 1.3 state the required **Personal Protective Equipment (PPE)**
- 1.4 identify the correct **equipment** and **materials**
- 1.5 identify checks required before using equipment
- 1.6 state the grades of cleanliness for litter as outlined in the code of practice on litter and refuse

### Range

#### 1.3 Personal Protective Equipment (PPE)

High visibility and waterproof clothing, heavy duty gloves, footwear/toe protectors

#### 1.4

#### Equipment

Barrow, brushes, shovels, litter pickers, scraper, sharps containers, colour coded bags, two way radio/mobile phone, hand leaf scoops, dust pan and brush

**Materials**

Chewing gum freezer, hand gel

## Learning outcome

The learner will:

2. know how to carry out manual street cleaning

### The learner will:

2. know how to carry out manual street cleaning

### Assessment criteria

The learner can:

- 2.1 state the importance of assessing **areas** before cleaning
- 2.2 identify **actions** to reduce health and safety risks to members of the public and yourself
- 2.3 list **types of litter** that should be segregated
- 2.4 state the **methods** used to remove litter and refuse, and clean **areas**
- 2.5 describe the **procedure** for emptying street bins
- 2.6 state the **importance** of following the beat schedule
- 2.7 list **information** that needs to be communicated to **relevant persons and groups**
- 2.8 state how **equipment** and materials should be returned, cleaned and stored

## Range

### 2.1, 2.4 Areas

Artificial surfaces: e.g. roads, footpaths, car parks, pedestrian areas

Natural surfaces: e.g. grounds and grassed areas

### 2.2 Actions

parking barrow, securing barrow, keep barrow on or off the highway, identifying hazardous waste, removing trip hazards, wearing PPE, following highway code, report incident/problems outside of own area of responsibility

### 2.3 Types of litter

Litter, leaves, fouling, body emissions, animal carcasses, clinical waste, sharps

### 2.4 Methods

Litter picking, scooping, scraping, sweeping, shovelling

### 2.5 Procedure

Gather bag from the outside, remove bag, seal the bag, place for collection

### 2.6 Importance

ensure that litter and refuse is ready for collection at the correct time and place, ensure cleaning takes place at suitable times, maintain safe and hygienic conditions and comply with codes of practice

### 2.7 Information

Incidences of fly-tipping, inability to complete tasks, accidental damage to surfaces, inform manager that job is completed, any relevant documentation (e.g. incident report forms), abuse

### Relevant persons and groups

Supervisor, line manager, businesses, emergency services

**2.8 Equipment:** barrow, brushes, shovels, litter pickers, scraper, sharps containers, colour coded bags, two way radio/mobile phone, hand leaf scoops, dust pan and brush

**Materials:** chewing gum freezer, hand gel

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## Supporting information

### **Guidance**

#### **Learning outcome 1 Assessment Criteria 1.1, 1.2**

##### **Definition of beat schedule**

This document illustrates the route a street operative will follow showing all litter bins and pick up points and any additional requirements e.g. heavy footfall, priority areas, received information from member of the public. It may refer to the code of practice on litter and refuse (DEFRA Department for Environment, Food and Rural Affairs 2006)

#### **Learning outcome 1, Assessment Criteria 1.5**

Examples of equipment checks to be made are as follows:

- Barrow stable, clean and with attached equipment (e.g. brushes, brooms) in safe working order
- Litter pickers oiled
- Radio/phone charged and working

## 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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

### **Centre Handbook: Quality Assurance Standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Assessment: Quality Assurance Standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### **Access arrangements: When and how applications need to be made to City & Guilds**

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **Contact us** section of the City & Guilds website.

## City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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City & Guilds  
Giltspur House  
5 – 6 Giltspur Street  
London  
EC1A 9DE

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