

# Levels 1 & 2 in Cleaning and Support Services Skills

## Qualification Handbook

### Level 1 Award/Certificate 7648-01

Award – 500/9760/X

Certificate – 500/9209/1

### Level 2 Award/Certificate/Diploma 7648-02

Award – 500/8105/6

Certificate – 500/8104/4

Diploma – 500/8182/2



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# Levels 1 & 2 in Cleaning and Support Services Skills

## Qualification Handbook

Qualification title	GLH	TQT	Number	QAN
Level 1 Award in Cleaning and Support Services Skills	53	70	7648-01	500/9760/X
Level 1 Certificate in Cleaning and Support Services Skills	125	180	7648-01	500/9209/1
Level 2 Award in Cleaning and Support Services Skills	42	60	7648-02	500/8105/6
Level 2 Certificate in Cleaning and Support Services Skills	129	180	7648-02	500/8104/4
Level 2 Diploma in Cleaning and Support Services Skills	240	370	7648-02	500/8182/2

Version and date	Change detail	Section
Version 1.2	Amended Last registration/certification dates	<b>Introduction</b>
Version 1.3	Added TQT and GLH details	<b>Introductory page Below Rules of Combination</b>
	Deleted QCF	<b>Throughout</b>

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 1 Award in Cleaning and Support Services Skills	7648-01	500/9760/X	31/12/2019	31/08/2020
Level 1 Certificate in Cleaning and Support Services Skills	7648-01	500/9209/1	31/08/2019	31/08/2020
Level 2 Award in Cleaning and Support Services Skills	7648-02	500/8105/6	31/08/2019	31/08/2021
Level 2 Certificate in Cleaning and Support Services Skills	7648-02	500/8104/4	31/08/2019	31/08/2021
Level 2 Diploma in Cleaning and Support Services Skills	7648-02	500/8182/2	31/08/2019	31/08/2021

Area	This qualification...
Is the qualification part of a framework or initiative?	... the level 2 Certificate in Cleaning and Support Services Skills forms the competence part of the Asset Skills Cleaning Apprenticeship framework
Why has the qualification been developed?	... replaces the following qualifications: <ul style="list-style-type: none"> <li>• Level 1 NVQ in Cleaning and Support Services (7696), QAN number Q1053804, which expires on 30/09/2010</li> <li>• Level 2 NVQ in Cleaning and Support Services (7698), QAN number 500/4326/2, which expires on 30/12/2010</li> </ul>
Who did we develop the qualification with?	... was developed, for the industry, in association with Asset Skills Sector Skills Council.

## 1.1 Qualification units and Rules of Combination

City & Guilds unit ref	Unit accreditation number	Asset Skills unit ref	Unit title	Credit value	Excluded combination of units (if any)
102	T/600/6276	C1 02	Maintain personal hygiene standards when cleaning	2	
103	A/601/1205	C1 03	Do your job in a customer friendly way (ICS imported unit)	5	
105	J/600/6279	C1 05	Work with others and follow reporting procedures	2	
106	A/600/6280	C1 06	Work individually and follow reporting procedures in a cleaning environment	3	
107	F/600/6281	C1 07	Work in an environmentally friendly way	2	
108	J/600/6282	C1 08	Use and store cleaning equipment and agents	3	
109	Y/600/6285	C1 09	Deal with waste, recyclables, lost property and suspicious packages when cleaning	2	
110	M/600/6292	C1 10	Use electrically powered cleaning equipment effectively and safely	3	
111	T/600/6312	C1 11	Clean surfaces using correct methods	3	
201	M/600/2775	C2 01	Reduce risks to health and safety in the workplace	3	
202	D/600/6322	C2 02	Communicate effectively in the workplace	2	
203	R/600/6351	C20304	Develop yourself in the job role	2	
204	L/601/1614	C1 04	Follow the rules to deliver customer service (ICS imported unit)	4	Cannot be taken with units 205-221
205	K/600/6324	C2 05	Clean and maintain internal surfaces and areas	4	Cannot be taken with 204
206	M/600/6325	C2 06	Clean and maintain external surfaces and areas	4	Cannot be taken with 204

<b>City &amp; Guilds unit ref</b>	<b>Unit accreditation number</b>	<b>Asset Skills unit ref</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
207	T/600/6326	C2 07	Deal with routine waste	3	Cannot be taken with 204
208	J/600/6329	C2 08	Clean washrooms and replenish supplies	3	Cannot be taken with 204
209	A/600/6330	C2 09	Clean high risk areas	5	Cannot be taken with 204
210	F/600/6331	C2 10	Clean confined spaces	4	Cannot be taken with 204
211	J/600/6332	C2 11	Clean food areas	4	Cannot be taken with 204
212	L/600/6333	C2 12	Deep clean equipment and surfaces	6	Cannot be taken with 204
213	D/600/6336	C2 13	Clean, maintain and protect semi-hard and hard floors	4	Cannot be taken with 204
214	H/600/6337	C2 14	Clean and maintain soft floors and furnishings	4	Cannot be taken with 204
215	M/600/6342	C2 15	Clean glazed surfaces and façades	3	Cannot be taken with 204
216	T/600/6343	C2 16	Deal with non-routine waste	3	Cannot be taken with 204
217	A/600/6344	C2 17	Carry out maintenance and minor repairs	3	Cannot be taken with 204
218	F/600/6345	C2 18	Perform street cleansing manually	3	Cannot be taken with 204
219	J/600/6346	C2 19	Perform street cleansing mechanically	4	Cannot be taken with 204
220	R/600/6348	C2 20	Work safely at heights	3	Cannot be taken with 204
221	L/600/6350	C2 21	Use a water-fed pole system to clean windows and façades	4	Cannot be taken with 204

## Rules of Combination

### Level 1 in Cleaning and Support Services Skills

	<b>Award 7648-01</b>	<b>Certificate 7648-01</b>	<b>Diploma n/a</b>
<b>Minimum number of credits required</b>	7 credits	18 credits	n/a
<b>Rules of combination</b>	<p>Units 102 &amp; 201 <b>must</b> be taken (5 credits)</p> <p>A minimum of 2 credits <b>must</b> come from 108-111.</p>	<p>Units 102 &amp; 201 <b>must</b> be taken (5 credits)</p> <p>A minimum of 4 credits <b>must</b> come from 103 and 204*</p> <p>A minimum of 2 credits <b>must</b> come from 105-106</p> <p>Plus a minimum of 7 credits from units 107-111, 205-221 (a maximum of 3 credits only can come from the Level 2 units 205-221)*</p> <p><b>*Unit 204 cannot be taken with any of the Level 2 units 205-221</b></p>	n/a

### Level 2 in Cleaning and Support Services Skills

	<b>Award 7648-02</b>	<b>Certificate 7648-02</b>	<b>Diploma 7648-02</b>
<b>Minimum number of credits required</b>	6 credits	18 credits	37 credits
<b>Rules of combination</b>	<p>Unit 201 <b>must</b> be taken (3 credits)</p> <p>A minimum of 3 credits <b>must</b> come from 205-221.</p>	<p>Units 201-203 <b>must</b> be taken (7 credits)</p> <p>A minimum of 2 credits <b>must</b> come from 105-106</p> <p>Plus a minimum of 9 credits, achieved from at least 3 units, from 205-221</p>	<p>Units 201-203 <b>must</b> be taken (7 credits)</p> <p>A minimum of 2 credits <b>must</b> come from 105-106</p> <p>Plus a minimum of 28 credits from 205-221</p>

## 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Certificate in Cleaning and Support Services Skills	129	180
Level 2 Award in Cleaning and Support Services Skills	42	60
Level 2 Diploma in Cleaning and Support Services Skills	240	370
Level 1 Certificate in Cleaning and Support Services skills	125	180
Level 1 Award in Cleaning and Support Services Skills	53	70

### 1.2 Opportunities for progression

On completion of these qualifications candidates may progress within the level (award/certificate/diploma), up through the levels, into employment or onto the other City & Guilds qualifications:

- Level 1 Award/Certificate in Cleaning and Support Services Skills (7648-01)
- Level 2 Award/Certificate/Diploma in Cleaning and Support Services Skills (7648-02)
- Level 3 Award/Certificate/Diploma in Cleaning Supervision Skills (7648-03)
- Level 2 Award/Certificate/Diploma in Cleaning Principles (7695)
- Level 2 NVQ in Local Environmental Services (7699-02)
- Level 3 NVQ in Facilities Management (7694-03)

## 2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications, and any resources that Centres will need in place, including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualifications below may apply for fast track approval of the Cleaning and Support Services Skills qualification of the same level:

- Level 1 NVQ in Cleaning and Support Services (7696-11/91)
- Level 2 NVQ in Cleaning and Support Services (7698-02)

Centres can use the fast track approval route providing:

- there have been no changes to the way the qualifications are delivered
- they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. Centres are responsible for checking that fast track approval is still current at the time of application.

The **Fast Track Approval Form** is available to download from the City & Guilds website.

### 2.1 Resource requirements

#### Assessors and internal verifiers

Assessors and Internal Verifiers (IVs) are appointed by the approved centre and approved by City & Guilds, through the External Verifier (EV).

Assessors and IVs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying.  
This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidate competence or verifying assessment processes and decisions. This could be verified by:
  - curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing or verifying. This could be confirmed by records of continuing professional development (CPD) achievements
- be prepared to participate in training activities for their CPD
- have a sound in-depth knowledge of, and uphold the integrity of, the National Occupational Standards (NOS), Units of Assessment and the Asset Skills Assessment Principles
- be employed directly or contractually by the same Centre as the candidate **or**
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the Assessor/IV has not achieved the relevant award.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

## Internal Verifiers

The IV is responsible for the Approved Centre's assessment quality. Therefore, in addition to the above, IVs must also:

- provide evidence of knowledge, understanding and application of the Regulatory Authorities' Code of Practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of Assessors which fall within their acknowledged area of technical and occupational competence.

Internal verifiers will either:

- i. hold a D34 or V1 qualification, or be working towards a V1.
  - IVs working towards a V1 should achieve the qualification within 18 months of beginning internal verification duties
  - IV decisions, by those still working towards V1 certification, must be countersigned by a fully qualified IV

All new IVs must hold units A1 and/or A2.

**or:**

- ii. Where employers opt for an 'employer direct' model (described below) the qualification requirement may be waived.

It is desirable that all IVs hold a relevant qualification.

## Assessors

Assessors should only assess in their area of technical and occupational competence, approved by City & Guilds.

Assessors will either:

- i. hold a D32 and/or D33, or an A1 and/or A2, qualification, or be working towards an A1 and/or A2
  - those working towards an A1 or A2 should achieve the qualification within 18 months of beginning assessment duties
  - assessment decisions, by those still working towards A1/A2 certification, must be countersigned by a qualified Assessor

**or:**

- ii. Where employers opt for an 'employer direct' model (described below) the qualification requirement may be waived.

## Employer Direct Model

Where employers opt for an **'employer direct'** model, the qualification requirements for Assessors and Internal Verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of City & Guilds and Asset Skills and the approval of the Qualification Regulators, may choose between:

- i. achieving the appropriate approved qualifications for assessment/verification
- or:**
- ii. demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by City & Guilds as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the Employer Direct Model will be considered on an individual organisation and qualification basis and agreed by the Qualification Regulators, including the Sector Skills Council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with City & Guilds.

## Continuing professional development (CPD)

Centres are responsible for ensuring that Assessors and IVs plan and maintain CPD.

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

Approved Centres may have generic criteria and personnel specifications in addition to the above.

## 2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

### Age restrictions

Depending upon the equipment used for this qualification, age restrictions may apply, eg for some driver controlled mechanical sweepers, a large goods vehicle driving licence may be required. This has a minimum age requirement of 18.

### Other legal considerations

The following legal considerations apply to these qualifications.

- Some machinery must only be operated by licensed operatives.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

## 4 Assessment

### 4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

- a portfolio of evidence for **each** unit.

### 4.2 Health and safety

Health and safety of customers and employees must be maintained throughout the assessment process. If any person carrying out assessment or verification activities feels that due regard to health and safety is not being taken, they should refuse to continue with the activity(ies) until satisfied that the situation has been resolved.

### 4.3 Evidence requirements

Evidence requirements have been developed to provide consistency across awarding organisations and centres. In this document, the tables, at the end of each unit, identify the acceptable types of evidence for that specific unit. **Evidence does not have to be provided for each type allowed.**

Whilst there is no prescribed minimum number of observations, **the evidence provided must demonstrate that competency is consistent and reliable.**

**Suggested evidence types for the headings are as follows:**

#### **Observation**

Direct observation. Where direct observation is not possible, witness testimony may be used (see conditions overleaf).

#### **Question and Answer**

Candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

#### **Simulation / Realistic working environment**

Should be used as a last resort where allowed.

The main source of evidence must be by observation, in the candidate's workplace. Comparable working environments may only be used where it is not possible to assess across the range of standards at the candidate's workplace, and only with agreement from the External Verifier.

A holistic approach towards the collection of evidence is recommended. Assessing activities generated by the whole work experience, rather than focusing on specific tasks. The evidence should then be referenced across to all of the units it fits into. For example, if the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.

## **Simulation and Witness Testimony**

There are a few occasions when simulation or witness testimony may be used and the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access.

### **Simulation**

Simulation may be necessary for specific elements of some units.

Where simulation is necessary, demands on the candidate should be neither more nor less than they would encounter in a real work situation. In particular:

- simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- simulations should follow the documented plans
- a centre's overall strategy for simulation must be examined and approved by the external verifier
- there should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced
- the nature of the contingency must be realistic
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry

### **Witness Testimony**

Witness testimony should not form the main source of evidence. Centres must comply with City & Guilds guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

## **4.4 Recognition of prior learning and experience (RPL)**

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- Evidence from past achievement may be included as permissible evidence within assessment methods.
- Evidence of prior knowledge and understanding can be offered as supplementary evidence, as long as it is a measurable assessed outcome of learning which links to the unit of assessment.
- Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.
- All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

## **4.5 Recording forms**

City & Guilds has developed a candidate logbook, for centres to use, which can be downloaded from the City & Guilds website. Hard copies can be ordered from Publications.

Although it is expected that new centres will use these logbooks, centres may devise or customise alternative documents, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

# 5 Units

## Availability of units

The units for these qualifications follow.

## Structure of units

The units in these qualifications are written in a standard format and comprise the following:

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

The unit accreditation numbers can be found in Section 1.1 of this document.

## Unit 102

# Maintain personal hygiene standards when cleaning

**Level:** 1

**Credit value:** 2

### Unit aim

This unit is about the standards of personal hygiene which are required when cleaning, and how to identify and report skin conditions and illnesses. It is also about personal protective equipment how to select and use it according to the task being carried out.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. know why it is important to keep clean and hygienic in the workplace
2. know how to select and use personal protective equipment
3. know how to report skin conditions and illnesses
4. know how to cover cuts and skin conditions
5. be able to keep clean and hygienic in the workplace
6. be able to select and use personal protective equipment appropriately.

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC

### Assessment

This unit will be assessed by:

- a portfolio of evidence

# **Unit 102            Maintain personal hygiene standards when cleaning**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Know why it is important to keep clean and hygienic in the workplace**

The learner can:

1. state the importance of wearing clean clothes when cleaning
2. list types of jewellery and accessories which may not be worn
3. state why some types of jewellery and accessories may not be worn
4. state the importance of keeping hair, skin and nails clean and hygienic
5. describe why it is important to follow the organisational requirements for hand hygiene
6. describe the difference between washing and decontaminating hands.

### **Outcome 2 Know how to select and use personal protective equipment**

The learner can:

1. list different types of personal protective equipment which are available
2. state why it is important to wear personal protective equipment
3. state where and how to dispose of used personal protective equipment.

### **Outcome 3 Know how to report skin conditions and illnesses**

The learner can:

1. state why it is important to report cuts, grazes, skin conditions or illnesses
2. state how to report cuts, grazes, skin conditions or illnesses.

### **Outcome 4 Know how to cover cuts and skin conditions**

The learner can:

1. list different types of treatments for cuts, grazes or skin conditions
2. explain why it is important to cover cuts, grazes or skin conditions when cleaning.

### **Outcome 5 Be able to keep clean and hygienic in the workplace**

The learner can:

1. follow organisational requirements for jewellery and accessories
2. store jewellery and accessories following organisational requirements
3. follow organisational requirements for hand hygiene.

### **Outcome 6 Be able to select and use personal protective equipment appropriately**

The learner can:

1. select appropriate personal protective equipment
2. check that the selected personal protective equipment is clean and fit for use
3. wear personal protective equipment in line with health and safety requirements
4. change personal protective equipment when necessary
5. dispose of used personal protective equipment correctly.

# Unit 102

# Maintain personal hygiene standards when cleaning

## Evidence Requirements

102 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

102 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	

102 - Outcome 3			
PC ref	O	Q	S
1.		✓	
2.		✓	

102 - Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	

102 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		

102 - Outcome 6			
PC ref	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details).

## Unit 103

## Do your job in a customer friendly way

**Level:** 1

**Credit value:** 5

### Unit aim

The customer service that the learner's organisation gives is affected by the way they do their job. Whatever job the learner is doing, customers expect them to do it properly. They also expect the learner to consider their wishes and feelings while they are doing it. Doing their job properly involves following procedures and doing the tasks in their job correctly as well as having the appropriate relationship with customers. This unit covers how the learner does their job with their customer in mind, in a way that the organisation and supervisors find acceptable. It will help the learner to understand the parts of their job that are most important to good customer service.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. do their job in a customer friendly way
2. know how to do their job in a customer friendly way.

### Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer Service SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 103            Do your job in a customer friendly way**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Do their job in a customer friendly way**

The learner can:

1. make a good first impression
2. follow the dress code of their organisation and present the right personal image to their customers
3. do the tasks that make up their job in a way that shows they know what their customers expect and what their organisation offers
4. show consideration to customers when carrying out the tasks required in their job
5. respond willingly to routine requests and questions from customers and recognise when to pass a request on to an appropriate colleague
6. share information with customers about how delivery of the product or service is going
7. work flexibly to help individual customers without reducing the level of service they give to others
8. share information with colleagues when they need it to provide good customer service.

#### **Outcome 2 Know how to do their job in a customer friendly way**

The learner can:

1. describe their organisation's dress code
2. describe how to do the tasks that make up their job
3. identify how long parts of the job take to do and how this may affect their customers
4. describe how to do their own work in an organised way
5. identify what their customers expect of them and their work
6. identify the organisation's service offer and how this affects the way they do their work
7. state what they are allowed to do and not allowed to do for customers
8. state how to do their job in a way that is healthy and safe for them, their customers and their colleagues.

# Unit 103 Do your job in a customer friendly way

## Evidence Requirements

Evidence must show the learner has done their job in a customer-friendly way:

- a during routine delivery of customer service
- b during a busy time in their job
- c during a quiet time in their job.

Evidence of the learner doing their job in a customer-friendly way, must be provided for customers who are:

- a easy to deal with
- b difficult to deal with.

103 - Outcome 1			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

103 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details).

## Unit 105

# Work with others and follow reporting procedures

**Level:** 1  
**Credit value:** 2

### Unit aim

This unit is about working with others with the same occupation as yourself in your organisation and following the correct reporting procedures. It is about giving help to others when they need it and responding appropriately when incidents or disagreements arise.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. know the organisational requirements before starting work
2. know how to work as part of a team
3. know how to resolve difficult situations and who to report them to
4. be able to work as part of a team
5. be able to record and report any incidents or disagreements.

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 105            Work with others and follow reporting procedures**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know the organisational requirements before starting work**

The learner can:

1. state the procedures for entering and leaving the workplace
2. state the importance of following procedures for entering and leaving the workplace
3. state the standards of behaviour expected in the workplace
4. state the importance of giving a positive impression to others
5. state where to obtain the work schedule and instructions.

#### **Outcome 2 Know how to work as part of a team**

The learner can:

1. list different ways of communicating with others in the team
2. state why it is important to check that they have been understood
3. list tasks that may be shared in the team
4. state the limits of own responsibility in demonstrating tasks to others
5. list the types of assistance that may be offered to colleagues
6. state how to ask for help in carrying out work.

#### **Outcome 3 Know how to resolve difficult situations and who to report them to**

The learner can:

1. describe ways to handle disagreements so that it does not affect the work of the team
2. state the importance of resolving disagreements as soon as possible
3. state when and to whom disagreements should be reported
4. describe risks and problems that may be encountered and how they can be dealt with
5. state the organisational requirements for recording damage, breakages and disruption
6. state the importance of reporting any damage, breakages and disruption caused.

#### **Outcome 4 Be able to work as part of a team**

The learner can:

1. follow the correct procedure for entering and leaving the workplace
2. use the work schedule to complete the work as a team
3. agree with colleagues how to share work so that the team works effectively
4. welcome new colleagues to the team
5. show others how to do any tasks they may not have done before, within the limits of own responsibility
6. answer work related questions from other members of the team
7. communicate with customers and others in a professional manner to provide any information needed.

## **Outcome 5      Be able to record and report any incidents or disagreements**

The learner can:

1. report any problems which:
  - they are unable to deal with alone
  - affect health and safety
  - affect the reputation of the workplace
2. record any breakages, damage and disruption in the workplace
3. report any work that is incomplete and agree arrangements for finishing the work.

# Unit 105

# Work with others and follow reporting procedures

## Evidence Requirements

105 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

105 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

105 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

105 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	✓
6.	✓	✓	
7.	✓		

105 - Outcome 5			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details).

## Unit 106

# Work individually and follow reporting procedures in a cleaning environment

**Level:** 1  
**Credit value:** 3

### Unit aim

This unit is about working individually without the presence of a supervisor or other team members in a cleaning environment. This unit is also suitable for lone workers.

When working individually learners might have to deal with team workers from other occupational areas or the general public by providing them with information, or interacting with them in another way. In these situations it is important to act appropriately to create a positive impression of your employer and/or workplace.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. know how to ensure own safety when working individually when cleaning
2. know expected standards of behaviour in the workplace
3. know how to carry out work individually
4. know how to follow procedures when working individually
5. be able to ensure own safety when working individually when cleaning
6. be able to carry out work individually.

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 106                      Work individually and follow reporting procedures in a cleaning environment**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know how to ensure own safety when working individually when cleaning**

The learner can:

1. state the arrangements for contacting the appropriate person
2. state how often contact should be made when carrying out work
3. state the procedures for entering the workplace
4. state types of risks present in the workplace
5. state the importance of taking action to reduce risks in the workplace
6. define own level of responsibility for controlling access to the workplace
7. state the importance of following procedures for access to the workplace
8. list types of other authorised persons who can enter the workplace.

#### **Outcome 2 Know expected standards of behaviour in the workplace**

The learner can:

1. state the standards of behaviour expected in the workplace
2. state the importance of giving a positive impression to others
3. list different ways of communicating with others
4. state why it is important to check that they have been understood.

#### **Outcome 3 Know how to carry out work individually**

The learner can:

1. state where to obtain the work schedule and instructions
2. define the areas in which they are authorised to carry out work
3. state the importance of assessing how own work is progressing
4. state the importance of identifying any tasks that they will be unable to complete individually.

#### **Outcome 4 Know how to follow procedures when working individually**

The learner can:

1. state the organisational requirements for reporting to own employer or customer
2. state employer procedures and rules, including emergency procedures and contacts that apply to the work area
3. state the organisational requirements for recording damage, breakages and disruption
4. state the importance of reporting any damage, breakages and disruption caused
5. state the organisational requirements for leaving the workplace
6. state the importance of leaving the workplace secure.

## **Outcome 5 Be able to ensure own safety when working individually when cleaning**

The learner can:

1. maintain agreed levels of contact with the appropriate person when carrying out work
2. follow the correct procedure for entering and leaving the workplace
3. identify risks present in the workplace
4. take action to reduce risks in the workplace
5. control access to the workplace within the limits of own responsibility
6. respond to customers and others and provide information that meets their needs.

## **Outcome 6 Be able to carry out work individually**

The learner can:

1. use the work schedule to complete work
2. identify tasks they are not able to complete individually and report to the appropriate person
3. report any problems to the appropriate person which:
  - they are unable to deal with alone
  - affect health and safety
  - affect the reputation of the workplace
4. record and report any breakages, damage and disruption in the workplace
5. report any work that is incomplete and agree arrangements for finishing the work with the appropriate person.

# Unit 106

# Work individually and follow reporting procedures in a cleaning environment

## Evidence Requirements

106 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

106 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

106 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

106 – Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

106 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	

106 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 107

## Work in an environmentally friendly way

**Level:** 1

**Credit value:** 2

### Unit aim

This unit is about contributing to the protection of the environment by completing tasks and activities in a manner that minimises harm and causes as little damage or disturbance as possible.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. know how to work in an environmentally friendly way
2. be able to work in an environmentally friendly way.

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

# Unit 107 Work in an environmentally friendly way

## Learning Outcomes and Assessment Criteria

### Outcome 1 Know how to work in an environmentally friendly way

The learner can:

1. state how to recognise potential wastage of energy, water, equipment and materials
2. state the organisational requirements to prevent wastage
3. state types of pollution in the workplace
4. state types of environmental damage and describe the impact that could occur
5. describe the corrective actions that would need to be taken if environmental damage occurs
6. state working methods to minimise pollution and the waste of resources
7. state methods of dealing with waste disposal.

### Outcome 2 Be able to work in an environmentally friendly way

The learner can:

1. carry out work in a way which minimises environmental damage
2. use tools and materials in a way which minimises environmental damage
3. care for equipment and materials to minimise wastage
4. dispose of waste in a way which minimises environmental damage.

### Evidence Requirements

107 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

107 - Outcome 2			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		✓
4.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 108

## Use and store cleaning equipment and agents

**Level:** 1

**Credit value:** 3

### Unit aim

This unit is about the use and storage of equipment and cleaning agents in line with organisational procedures and health and safety.

This unit is **not** suitable for cleaning washrooms.

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. know how to prepare for cleaning the work area
2. know how to prepare cleaning equipment and agents
3. know how to use cleaning equipment and agents correctly and safely
4. know how to store cleaning equipment and agents correctly and safely
5. be able to prepare for cleaning the work area
6. be able to prepare cleaning equipment and agents
7. be able to use cleaning equipment and agents correctly and safely
8. be able to store cleaning equipment and agents correctly and safely.

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 108            Use and store cleaning equipment and agents**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know how to prepare for cleaning the work area**

The learner can:

1. state the uses of different types of personal protective equipment
2. state the importance of ventilating the area
3. state the meaning of different warning signs.

#### **Outcome 2 Know how to prepare cleaning equipment and agents**

The learner can:

1. state the location of the storage area(s) and how to gain access
2. state the location of the nearest water and electricity supplies to the storage area
3. state the importance of colour coding
4. describe how to check that equipment is safe for use
5. state the organisational requirements for reporting faults
6. state the correct method for preparing cleaning solutions
7. state the meanings of warning signs used on cleaning agent containers.

#### **Outcome 3 Know how to use cleaning equipment and agents correctly and safely**

The learner can:

1. state the health and safety legislation which applies to the use of cleaning equipment and agents
2. describe what might happen if relevant legal requirements are not followed
3. describe the correct technique for using different types of equipment
4. state why it is dangerous to mix certain types of cleaning agents
5. state the importance of following manufacturer's instructions when dealing with cleaning agents
6. state types of problems that could occur when preparing and using cleaning agents
7. state how to deal with problems that could occur when preparing and using cleaning agents
8. state why work routines and sequences need to be followed
9. state what to look for when performing a post-cleaning inspection of the surface
10. state how to reinstate the work area.

#### **Outcome 4 Know how to store cleaning equipment and agents correctly and safely**

The learner can:

1. identify where equipment should be stored
2. describe the correct procedures for the storage of cleaning agents
3. state the importance of the correct storage of cleaning agents
4. describe the correct method for storing equipment
5. state the importance of securing the storage area.

## **Outcome 5 Be able to prepare for cleaning the work area**

The learner can:

1. select and wear appropriate personal protective equipment for the cleaning task
2. ventilate the area as appropriate
3. select and display appropriate warning signs.

## **Outcome 6 Be able to prepare cleaning equipment and agents**

The learner can:

1. select the appropriate equipment for the task
2. carry out safety checks on the equipment
3. report any faults and problems with the equipment
4. select an appropriate cleaning agent for the task
5. prepare a cleaning solution.

## **Outcome 7 Be able to use cleaning equipment and agents correctly and safely**

The learner can:

1. use different types of equipment correctly
2. clean surfaces systematically
3. carry out a post-cleaning check of the surface
4. dispose of left over cleaning agents correctly
5. reinstate the work area
6. clean used equipment and return it to the correct storage area.

## **Outcome 8 Be able to store cleaning equipment and agents correctly and safely**

The learner can:

1. make sure the storage area is clean and tidy
2. store cleaning agents in line with health and safety requirements
3. store equipment in line with health and safety requirements
4. check stock levels of cleaning agents
5. report any shortages of cleaning agents
6. secure the storage area.

# Unit 108 Use and store cleaning equipment and agents

## Evidence Requirements

108 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	

108 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

108 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

108 - Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

108 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		

108 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

108 – Outcome 7			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		

108 - Outcome 8			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 109

# Deal with waste, recyclables, lost property and suspicious packages when cleaning

**Level:** 1  
**Credit value:** 2

### Unit aim

This unit is about ensuring that waste, recyclables and lost property are dealt with in an appropriate manner and in line with health and safety and organisational procedures. It is also about dealing with packages that may be considered suspicious.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. know how to prepare to deal with waste
2. know the procedures for dealing with waste, recycling, lost property and suspicious packages
3. be able to prepare to dispose of waste
4. be able to dispose of waste safely and deal with lost property.

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 109 Deal with waste, recyclables, lost property and suspicious packages when cleaning**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know how to prepare to deal with waste**

The learner can:

1. state the requirements for preparing self and the work area when dealing with waste
2. state the uses of different types of personal protective equipment
3. state the importance of wearing personal protective equipment
4. state the importance of maintaining personal hygiene when handling waste.

#### **Outcome 2 Know the procedures for dealing with waste, recycling, lost property and suspicious packages**

The learner can:

1. describe the procedure for handling and disposing of the type of waste they are dealing with
2. state the importance of checking with the appropriate person and following procedures before removing unidentified or hazardous waste
3. state the organisational requirements for cleaning and relining waste receptacles
4. state the organisational requirements for dealing with lost property
5. state the organisational requirements for dealing with suspicious items
6. state types of equipment used for handling and disposing of waste
7. state the organisational requirements for transferring waste
8. state the arrangements for recycling in the workplace.

#### **Outcome 3 Be able to prepare to dispose of waste**

The learner can:

1. prepare self and working area in order to dispose of waste efficiently and safely
2. use the correct personal protective equipment required when disposing of waste
3. identify different categories of waste.

#### **Outcome 4 Be able to dispose of waste safely and deal with lost property**

The learner can:

1. handle waste bags and receptacles safely and securely
2. identify waste which needs to be transferred to a collection point
3. clean and reline waste receptacles
4. identify potential lost property and take it to the correct collection point
5. report and record items of lost property which have been found according to requirements.

## Unit 109

## Deal with waste, recyclables, lost property and suspicious packages when cleaning

### Evidence Requirements

109 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

109 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

109 - Outcome 3			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		

109 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 110

# Use electrically powered cleaning equipment effectively and safely

**Level:** 1  
**Credit value:** 3

### Unit aim

This unit is about the safe and effective use of electrical or battery powered equipment. This could be any type of electrical or battery powered equipment including suction cleaners, spray cleaners and rotary floor buffers although this is not an exhaustive list.

In the context of this unit, electrical equipment means that the equipment plugs into the mains and has a cord. Battery powered means that the equipment does not have a cord.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. know how to prepare for cleaning the work area
2. know how to prepare electrical cleaning equipment for use
3. know how to use electrical cleaning equipment correctly and safely
4. know how to reinstate the work area
5. be able to prepare for cleaning the work area
6. be able to prepare electrically powered cleaning equipment for use
7. be able to use equipment and cleaning agents effectively and safely.

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

# **Unit 110            Use electrically powered cleaning equipment effectively and safely**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Know how to prepare for cleaning the work area**

The learner can:

1. state the uses of different types of personal protective equipment
2. state the importance of ventilating the work area
3. state the meaning of different warning signs
4. describe how to prepare the surface for cleaning.

### **Outcome 2 Know how to prepare electrical cleaning equipment for use**

The learner can:

1. state the location of the storage area and how to gain access to it
2. state the location of the electrical or charging point
3. identify cleaning equipment that is suitable for the task
4. describe how to check that cleaning equipment is safe for use
5. state the organisational requirements for reporting faults
6. describe how to adjust cleaning equipment safely.

### **Outcome 3 Know how to use electrical cleaning equipment correctly and safely**

The learner can:

1. state the organisational requirements for:
  - the charging of battery packs
  - dealing with trailing cords
2. describe the correct technique for using the type of electrical or battery powered cleaning equipment for the task
3. state the importance of following manufacturer's instructions when dealing with cleaning agents
4. state the importance of cleaning and testing equipment before returning it to the storage area.

### **Outcome 4 Know how to reinstate the work area**

The learner can:

1. state what to look for when carrying out a post-cleaning inspection of the surface
2. state the organisational requirements for disposing of leftover cleaning agents
3. identify where cleaning equipment should be stored.

### **Outcome 5 Be able to prepare for cleaning the work area**

The learner can:

1. select and wear the appropriate personal protective equipment for the task
2. ventilate the area as appropriate
3. select and display appropriate warning signs clearly
4. prepare the surface for cleaning.

## **Outcome 6 Be able to prepare electrically powered cleaning equipment for use**

The learner can:

1. perform safety checks on the cleaning equipment
2. adjust equipment safely before use
3. report any faults following organisational requirements.

## **Outcome 7 Be able to use equipment and cleaning agents effectively and safely**

The learner can:

1. ensure that any electrical cable is correctly positioned
2. ensure that the equipment has power
3. use the correct technique for the cleaning equipment
4. clean the surface in a way which ensures full coverage
5. carry out post-cleaning check of the surface
6. dispose of leftover cleaning agents correctly
7. reinstate the work area
8. clean and test used equipment
9. return equipment to the correct storage area.

# Unit 110

# Use electrically powered cleaning equipment effectively and safely

## Evidence Requirements

110 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

110 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

110 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

110 - Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	

110 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		

110 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	

110 – Outcome 7			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		
9.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 1

**Credit value:** 3

### Unit aim

This unit is about applying various cleaning methods to different surfaces. It is designed for cleaning operatives undertaking basic tasks. It is suitable for cleaning furniture, floors, fixtures and fittings.

This unit is **not** suitable for cleaning washrooms.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. know how to prepare for cleaning the work area
2. know how to prepare equipment and surfaces for cleaning
3. know how to clean surfaces and reinstate the work area
4. be able to prepare for cleaning the work area
5. be able to prepare equipment and surfaces for cleaning
6. be able to clean surfaces and reinstate the work area.

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

# **Unit 111            Clean surfaces using correct methods**

## **Learning Outcomes and Assessment Criteria**

### **Outcome 1 Know how to prepare for cleaning the work area**

The learner can:

1. state the uses of different types of personal protective equipment
2. state the importance of ventilating the work area
3. state the meaning of different warning signs
4. describe how to prepare the surface for cleaning.

### **Outcome 2 Know how to prepare equipment and surfaces for cleaning**

The learner can:

1. identify equipment that is suitable for cleaning different types of surfaces
2. state the importance of using the correct colour coded equipment
3. state how to check that equipment is safe for use
4. identify cleaning agents that are suitable for different types of surfaces
5. state the correct method for preparing cleaning solutions.

### **Outcome 3 Know how to clean surfaces and reinstate the work area**

The learner can:

1. describe the correct technique for using different types of equipment
2. state how to ensure full coverage of the surface to be cleaned
3. state what to look for when carrying out a post-cleaning inspection of the surface
4. describe how to reinstate the work area
5. identify where equipment should be stored.

### **Outcome 4 Be able to prepare for cleaning the work area**

The learner can:

1. select and wear appropriate personal protective equipment for the task
2. ventilate the area as appropriate
3. select and display appropriate warning signs clearly.

### **Outcome 5 Be able to prepare equipment and surfaces for cleaning**

The learner can:

1. select appropriate equipment for the task
2. perform safety checks on the cleaning equipment
3. prepare the surface for cleaning
4. select the appropriate cleaning agent for the task
5. prepare a cleaning solution.

### **Outcome 6 Be able to clean surfaces and reinstate the work area**

The learner can:

1. use correct techniques to clean different types of surface and soiling
2. clean the surface in a way which ensures full coverage
3. carry out a post-cleaning check of the surface
4. dispose of left over cleaning agents correctly
5. reinstate the work area
6. clean and test used equipment
7. return equipment to the correct storage area.

# Unit 111      Clean surfaces using correct methods

## Evidence Requirements

111 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

111 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

111 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

111 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		

111 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	

111 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓		
7.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 201

# Reduce risks to health and safety in the workplace

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. know about their organisation's health and safety procedures
2. know how to identify the hazards in the workplace
3. know how to evaluate risks in the workplace
4. be able to identify the hazards and risks in the workplace
5. be able to reduce the risks to health and safety in the workplace.

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

# **Unit 201            Reduce risks to health and safety in the workplace**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Know about their organisation's health and safety procedures**

The learner can:

1. describe their responsibilities and legal duties for health and safety in the workplace
2. identify responsibilities and legal duties for health and safety specific to their own job role
3. name and locate the person responsible for health and safety in their area of work
4. describe where and when to get additional health and safety assistance
5. give reasons why it is important to follow manufacturer's instructions for the safe use of equipment, materials and products.

### **Outcome 2 Know how to identify the hazards in the workplace**

The learner can:

1. define the term 'hazard'
2. give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role
3. give reasons why it is important to remain alert to the presence of hazards in the whole workplace
4. describe why personal presentation and behaviour is important in maintaining health and safety in the workplace.

### **Outcome 3 Know how to evaluate risks in the workplace**

The learner can:

1. define the term 'risk'
2. give reasons why they should deal with or report risks
3. describe procedures for reporting risks which they are unable to deal with
4. describe the risks to the environment which may be present in the workplace and your own job.

### **Outcome 4 Be able to identify the hazards and risks in the workplace**

The learner can:

1. select the workplace instructions, which are relevant to the job
2. identify aspects of the workplace which could pose a danger to themselves or others
3. give examples of working practices in the job which could pose a danger to people in the workplace
4. assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person
5. deal with hazards in accordance with instructions and legal requirements.

### **Outcome 5 Be able to reduce the risks to health and safety in the workplace**

The learner can:

1. perform duties in accordance with workplace instructions, manufacturers instructions and legal requirements
2. use equipment, materials and products safely and in accordance with instructions
3. use relevant equipment to control risks to health and safety
4. make suggestions on how to reduce risks to health and safety in the workplace to the relevant person
5. describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person
6. describe how their personal presentation and behaviour at work could cause risks to the health and safety of him/herself and others.

## Unit 201

## Reduce risks to health and safety in the workplace

### Evidence Requirements

## Unit 201

## Reduce risks to health and safety in the workplace

201 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

201 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

201 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

201 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

201 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.		✓	
6.		✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 2

### **Unit aim**

This unit is about communicating politely and effectively with other people that may be encountered when the learner is working.

Communicating with others is also important for those that work alone, when workplace procedures must be followed to keep in touch with the workplace and/or colleagues.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. understand how to communicate with others in the workplace
2. understand how to record and pass on information
3. be able to communicate with others in the workplace
4. be able to record and pass on information.

### **Guided learning hours**

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Asset Skills SSC.

### **Assessment**

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 202            Communicate effectively in the workplace**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to communicate with others in the workplace**

The learner can:

1. describe how to respond to different customer needs and attitudes
2. describe positive and negative behaviour in relation to equality and diversity in the workplace
3. state when different forms of communication should be used in the workplace
4. describe how to check that information has been understood
5. explain how personal behaviour can contribute to the positive image of the organisation
6. state the importance of communicating all the information necessary to the relevant person
7. state the importance of responding positively to queries from customers and the public.

#### **Outcome 2 Understand how to record and pass on information**

The learner can:

1. state where to find up-to-date information needed to carry out own job
2. identify the different ways in which information is recorded
3. describe the procedures for recording, acknowledging and responding to incoming information
4. describe what actions to take when encountering problems passing on information
5. state how to report faults with communication equipment.

#### **Outcome 3 Be able to communicate with others in the workplace**

The learner can:

1. respond to the needs and attitudes of customers appropriately
2. present a positive image of the organisation
3. give customers and others relevant information following organisational requirements
4. respond promptly, clearly and politely to questions and comments from customers and others
5. check that customers and others have understood the information correctly.

#### **Outcome 4 Be able to record and pass on information**

The learner can:

1. use up to date information to carry out the task
2. record information following organisational requirements
3. pass on accurate information promptly and take appropriate action when this cannot be done
4. report faults with communication equipment.

# Unit 202      Communicate effectively in the workplace

## Evidence Requirements

202 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

202 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

202 - Outcome 3			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

202 - Outcome 4			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	
4.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 2

### **Unit aim**

This unit is about the learner developing themselves in their job by identifying areas for further development and setting yourself targets for achieving this.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. know how to develop him/her self in the job
2. be able to develop him/her self in the job.

### **Guided learning hours**

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Asset Skills SSC.

### **Assessment**

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 203            Develop yourself in the job role**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know how to develop him/her self in the job**

The learner can:

1. identify activities that could help with self development
2. describe how to set targets for personal development
3. state the importance of setting achievable personal development targets
4. identify the types of support available to achieve targets
5. describe the procedures for accessing support
6. state the importance of reviewing and updating progress against targets
7. describe the procedures for reviewing and updating progress
8. list the benefits of discussing progress with others.

#### **Outcome 2 Be able to develop him/her self in the job**

The learner can:

1. identify and agree areas where they could develop further
2. agree achievable targets for personal development
3. agree the time and support required to achieve targets
4. demonstrate new skills in the workplace
5. request and use feedback on own performance from others.

# Unit 203      Develop yourself in the job role

## Evidence Requirements

203 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

203 - Outcome 2			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 204

## Follow the rules to deliver customer service

**Level:** 2

**Credit value:** 4

### Unit aim

This unit requires the learner to understand all the rules that apply to customer service delivered by their organisation and how they apply to the learner and their job.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. follow their organisation's customer service practices and procedures
2. know how to follow the rules to deliver customer service.

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer Service SSC.

### Assessment

This unit will be assessed by:

- a portfolio of knowledge.

## **Unit 204            Follow the rules to deliver customer service**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Follow their organisation's customer service practices and procedures**

The learner can:

1. follow organisational practices and procedures that relate to their customer service work
2. recognise the limits of what they are allowed to do when delivering customer service
3. refer to somebody in authority when they need to
4. work in a way that protects the security of customers and their property
5. work in a way that protects the security of information about customers.

#### **Outcome 2 Know how to follow the rules to deliver customer service**

The learner can:

1. describe organisational practices and procedures that relate to their customer service work
2. identify the limits of what they are allowed to do when delivering customer service
3. explain when and how they should refer to somebody in authority about the rules for delivering customer service
4. explain how they protect the security of customers and their property
5. explain how they protect the security of information about customers
6. describe their health and safety responsibilities as they relate to their customer service work
7. explain their responsibilities to deliver customer service, treating customers equally
8. explain why it is important to respect customer and organisation confidentiality
9. list the main things they must do and not do in their job under legislation that affects their customer service work
10. list the main things that they must do and not do in their job under external regulations that affect their customer service work.

# Unit 204 Follow the rules to deliver customer service

## Evidence Requirements

Evidence of following the rules to deliver customer service must be provided:

- a. during routine delivery of customer service
- b. during a busy time in the learner's job
- c. during a quiet time in the learner's job
- d. when people, systems or resources have let the learner down.

204 - Outcome 1			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		

204 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 205

## Clean and maintain internal surfaces and areas

**Level:** 2  
**Credit value:** 4

### Unit aim

This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. understand how to prepare to clean and maintain internal surfaces and areas
2. understand how to clean and maintain internal surfaces
3. know how to complete the cleaning activity
4. be able to prepare to clean and maintain internal surfaces and areas
5. be able to clean and maintain internal surfaces
6. be able to complete the cleaning process.

### Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 205                      Clean and maintain internal surfaces and areas**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prepare to clean and maintain internal surfaces and areas**

The learner can:

1. describe the sequence for cleaning to avoid re-soiling
2. list the permits and checks that may be required to work on the premises
3. state the procedures for entering and leaving the workplace
4. state the standards of appearance and behaviour required in the workplace
5. state the importance of personal hygiene when cleaning
6. describe how the following factors can influence the cleaning method used:
  - manufacturer's instructions
  - risk
  - efficiency
  - access
  - time
  - surface
  - type of soiling
7. state how to inspect a work area to decide what cleaning needs to be carried out
8. state the importance of wearing the required personal protective equipment and for others to see it being worn
9. state the importance of following a work schedule
10. describe the best methods and materials for carrying out a specific task identifying possible alternatives
11. state why different equipment should be used for different tasks
12. state the importance of using the correct colour coded equipment.

#### **Outcome 2 Understand how to clean and maintain internal surfaces**

The learner can:

1. describe how to avoid causing injury or damage when cleaning
2. state the amount of time allowed for completing the activity
3. state what results are expected from each cleaning activity
4. state the techniques to use with chosen equipment and materials
5. describe the consequences of:
  - using wrong equipment
  - using wrong materials
  - not following manufacturer's instructions
6. state how to change between cleaning methods to cope with different types of soiling and surface
7. describe methods that can be used for different types of soiling and surface
8. state how to identify pest infestation and the action needed to deal with it
9. state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this
10. state the importance of checking the quality of work as it is being done
11. state tasks that are outside of own responsibility
12. describe the organisational requirements for dealing with and reporting accidental damage.

### **Outcome 3 Know how to complete the cleaning activity**

The learner can:

1. state why tools and equipment should be cleaned after use
2. state the location of the storage areas for equipment and materials
3. state why storage areas should be kept clean, safe and secure
4. describe the organisational requirements for organising replacement and extra resources.

### **Outcome 4 Be able to prepare to clean and maintain internal surfaces and areas**

The learner can:

1. follow the correct procedure for entering and leaving the workplace
2. identify the area to be cleaned, taking into account different types of surfaces and areas
3. inform appropriate people when cleaning is taking place and when it will be completed
4. select the appropriate equipment and materials for each cleaning task, taking into account surface and type of soiling
5. select and wear appropriate personal protective equipment for the task
6. ensure that all surfaces are accessible and can be reached to carry out adequate cleaning
7. deal with unattended items following organisational requirements
8. ventilate the area.

### **Outcome 5 Be able to clean and maintain internal surfaces**

The learner can:

1. remove loose dirt, debris and detritus prior to cleaning
2. use the correct cleaning method for the work area, type of soiling and surface
3. follow the sequence for cleaning in order to avoid re-soiling
4. assess the actions required to prevent disturbance to others when cleaning
5. avoid obstructions to access when using cleaning equipment and power leads
6. select and display appropriate warning signs
7. adapt the cleaning method according to the available equipment, materials and problems identified
8. report any difficulties in carrying out the work in line with organisational requirements
9. deal with spillages, using the equipment, materials and method appropriate to the surface and type of spillage
10. report any additional cleaning required that is outside own responsibility or skill.

### **Outcome 6 Be able to complete the cleaning process**

The learner can:

1. replenish supplies or consumables
2. leave the area clean and dry
3. secure cleaning equipment, materials and personal protective equipment in the correct storage area
4. organise replacement resources as required.

# Unit 205

# Clean and maintain internal surfaces and areas

## Evidence Requirements

205 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

205 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

205 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

205 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		

205 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓	✓	
9.	✓	✓	
10.	✓	✓	

205 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 206

# Clean and maintain external surfaces and areas

**Level:** 2  
**Credit value:** 4

### Unit aim

This unit is about cleaning and maintaining external surfaces and areas following relevant processes and procedures. It covers assessing the area to see what work has to be done and selecting the most appropriate equipment for the task.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. understand how to prepare to clean and maintain external surfaces and areas
2. understand how to clean and maintain external surfaces and areas
3. know how to complete the cleaning activity
4. be able to prepare to clean and maintain external surfaces and areas
5. be able to clean and maintain external surfaces and areas
6. be able to complete the cleaning process.

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 206                      Clean and maintain external surfaces and areas**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prepare to clean and maintain external surfaces and areas**

The learner can:

1. list the permits and checks that may be required for the task
2. state the location of the job and how to get to that location
3. describe how environmental conditions can affect:
  - the cleaning to be carried out
  - the equipment which can be used
4. state how to inspect a work area to decide what cleaning needs to be carried out
5. state the standards of appearance and behaviour required
6. state the importance of wearing the required personal protective equipment and for others to see it being worn
7. explain why it is important to inspect the work area for public access
8. describe the best methods and materials for carrying out a specific task identifying possible alternatives
9. describe why it is important to estimate the time required for the job.

#### **Outcome 2 Understand how to clean and maintain external surfaces and areas**

The learner can:

1. state the techniques to be used with chosen equipment and materials
2. describe the tasks that need to be performed
3. describe the consequences of:
  - using wrong equipment
  - using wrong materials
  - not following manufacturer's instructions
4. state how to change between cleaning methods to cope with different environmental conditions
5. describe methods that can be used for cleaning external surfaces and areas
6. state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this
7. state the importance of checking the quality of work as it is being done
8. describe the organisational requirements for dealing with and reporting accidental damage
9. state the organisational requirements for reporting difficulties which may arise.

#### **Outcome 3 Know how to complete the cleaning activity**

The learner can:

1. state why tools and equipment should be cleaned after use
2. state the location of the storage areas for equipment and materials
3. state why storage areas should be kept clean, safe and secure
4. describe the organisational requirements for organising replacement and extra resources.

## **Outcome 4 Be able to prepare to clean and maintain external surfaces and areas**

The learner can:

1. identify the area to be cleaned and the order in which tasks need to be done
2. assess the impact of environmental conditions, ie. temperature, rain, humidity, wind and ice, on the order of tasks
3. select tools and equipment for the task, taking into account:
  - efficiency
  - risk
  - time
  - weather conditions
4. check that the tools and equipment required are available for use
5. select and wear appropriate personal protective equipment for the task
6. check that the equipment can be used safely in the work area
7. deal with unattended items following organisational requirements.

## **Outcome 5 Be able to clean and maintain external surfaces and areas**

The learner can:

1. carry out work in a way which does not affect other exterior surfaces and areas
2. use the correct cleaning method for the work area and surface
3. adapt the cleaning methods according to available equipment and environmental conditions
4. report any difficulties in carrying out the work in line with organisational requirements
5. deal with accidental damage.

## **Outcome 6 Be able to complete the cleaning process**

The learner can:

1. organise replacement resources as required
2. clean tools and equipment after use
3. return tools and equipment to the correct place and store securely
4. report tools and machinery in need of repair.

# Unit 206

# Clean and maintain external surfaces and areas

## Evidence Requirements

206 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

206 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

206 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

206 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	

206 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

206 - Outcome 6			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 207

## Deal with routine waste

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about handling waste in conjunction with cleaning activities and making sure that the waste collection and holding areas are kept clean. This unit requires waste to be handled carefully, ensuring that waste receptacles are handled according to instructions. It is important to maintain personal hygiene when handling waste in order to prevent health and safety risks and to prevent contamination.

This unit does not cover non-routine removal of clinical waste or sharps.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. understand how to handle routine waste
2. understand how to handle hazardous and suspicious items
3. understand how to deal with waste containers
4. be able to handle routine waste safely
5. be able to deal with waste containers.

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 207                  Deal with routine waste**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to handle routine waste**

The learner can:

1. describe the procedures and methods for preparing self and the work area
2. list different types of personal protective equipment
3. describe the importance of wearing personal protective equipment and for others to see it being worn
4. describe the importance of maintaining personal hygiene when handling routine waste
5. state the organisational requirements for handling and disposing of routine waste
6. state the correct equipment for handling and disposing of routine waste
7. state the arrangements for recycling in the workplace
8. describe the approved methods for transferring waste
9. describe the organisational requirements for reporting and handling waste spillages.

#### **Outcome 2 Understand how to handle hazardous and suspicious items**

The learner can:

1. state the importance of checking with the appropriate person before removing hazardous items
2. explain the organisational requirements for dealing with suspicious items.

#### **Outcome 3 Understand how to deal with waste containers**

The learner can:

1. describe why the location and cleaning of waste areas is important in preventing and controlling pests
2. describe the organisational requirements for dealing with waste containers that are damaged
3. state the standards of cleanliness required for:
  - holding areas
  - empty holding bins
  - empty collection bins
4. state who is responsible for cleaning:
  - holding areas
  - empty holding bins
  - collection bins
5. state the location of waste holding areas
6. describe methods of taking waste to the holding area safely
7. describe the organisational requirements for reporting:
  - dangerous equipment
  - faulty equipment
  - danger of disease.

## **Outcome 4 Be able to handle routine waste safely**

The learner can:

1. prepare self and the work area to do the task efficiently, correctly and safely
2. select and wear appropriate personal protective equipment for the task
3. identify the location of the waste holding areas
4. identify different categories of waste and deal with them appropriately
5. check that waste bags or receptacles are secure before handling
6. identify waste to be collected and transferred to a collection point
7. ensure that sacks and receptacles are not damaged during handling
8. ensure the safety of self and others when handling sacks and receptacles
9. check that sacks and receptacles are not damaged once they have been moved
10. take appropriate action if a sack or receptacle is damaged
11. apply organisational requirements on the safe removal of waste spillages.

## **Outcome 5 Be able to deal with waste containers**

The learner can:

1. follow organisational requirements to cut down the risk of contaminating surrounding areas
2. follow organisational requirements for reporting signs of pest infestation
3. clean waste containers
4. replace waste containers or bin liners
5. report any faulty or damaged equipment
6. secure cleaning equipment, machinery and waste containers to the correct storage area
7. follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment.

# Unit 207 Deal with routine waste

## Evidence Requirements

207 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

207 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	

207 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

207 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓	✓	
11.	✓	✓	

207 - Outcome 5			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about cleaning washrooms and involves following procedures for entering the washroom, selecting equipment and preparing the cleaning agents for use. It is also about replacing supplies of consumables, such as toilet paper and checking the finished work.

In order to reduce risks to personal health and safety when cleaning washrooms it is important to maintain high levels of personal hygiene. As the learner may clean washrooms in an environment where they conduct a variety of other cleaning tasks it is also important that, in order to prevent cross-contamination, the correct colour-coded equipment is used where appropriate.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. know how to prepare for cleaning washrooms
2. know how to carry out cleaning of washrooms
3. know how to replenish supplies and reinstate the work area
4. be able to prepare to clean washrooms
5. be able to clean washrooms
6. be able to replenish supplies and reinstate the work area.

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 208            Clean washrooms and replenish supplies**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know how to prepare for cleaning washrooms**

The learner can:

1. describe procedures for entering washrooms when cleaning and why they must be followed
2. state the importance of personal hygiene when cleaning
3. state the importance of wearing personal protective equipment and for others to see it being worn
4. describe why it is important to ventilate the washroom area
5. describe the range of colour-coded equipment and its importance when cleaning washrooms.

#### **Outcome 2 Know how to carry out cleaning of washrooms**

The learner can:

1. state why it is important to remove dust, hair and debris before cleaning surfaces, fixtures and fittings
2. identify cleaning agents suitable for cleaning washrooms
3. state why it is important to follow manufacturer's instructions when diluting cleaning agents
4. state why surfaces should not be over-wetted
5. describe how to clean fixtures and fittings in order to avoid contamination or risk of infection
6. state why surfaces should be dry on completion of cleaning
7. explain why it is important that waste outlets and overflows are free from dirt, hair and debris.

#### **Outcome 3 Know how to replenish supplies and reinstate the work area**

The learner can:

1. describe why it is important to follow manufacturers' instructions when identifying consumables that should be replenished
2. state where consumables can be found and the procedures for organising replacement of supplies
3. describe procedures for collecting, holding and disposing of waste and why they should be followed
4. describe organisational requirements for reporting faulty equipment and problems and why they should be followed
5. state where the correct storage place for cleaning equipment and materials can be found
6. state why used personal protective equipment should be removed or replaced upon leaving the sanitary area
7. describe the procedures for dealing with used personal protective equipment.

#### **Outcome 4 Be able to prepare to clean washrooms**

The learner can:

1. select and wear personal protective equipment appropriate to the cleaning task
2. follow procedures for entering washrooms
3. check that there is enough ventilation in the cleaning area
4. select and use appropriate equipment for cleaning different areas of the washroom.

## **Outcome 5 Be able to clean washrooms**

The learner can:

1. remove dust, hair and debris from surfaces, fixtures and fittings before cleaning
2. apply cleaning agents according to the manufacturer's instructions
3. clean surfaces without over-wetting
4. clean the fixtures and fittings to avoid risk of infection or contamination leaving them free of smears
5. check that surfaces are dry on completion of cleaning and that they do not represent a slip hazard
6. leave the waste outlets and overflows free from dirt, hair and debris.

## **Outcome 6 Be able to replenish supplies and reinstate the work area**

The learner can:

1. check holders and containers for levels of consumables
2. refill or replace items and consumables following manufacturers' instructions
3. take solid waste materials safely to the correct collection point and dispose of slurry
4. clean the equipment
5. check for any faults or problems and report where necessary
6. put equipment and resources back in the right place when finished
7. reinstate the work area
8. remove or replace personal protective equipment following procedures for disposal or storage.

# Unit 208      Clean washrooms and replenish supplies

## Evidence Requirements

208 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

208 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

208 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

208 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		

208 – Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		

208 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 5

### Unit aim

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 outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. understand how to prevent the spread of infection and contamination in a high risk area
2. understand the procedures to follow before cleaning high risk areas
3. understand how to carry out cleaning in high risk areas
4. understand the procedures to follow after cleaning high risk areas
5. be able to follow procedures to prevent the spread of infection and contamination in a high risk area
6. be able to follow the procedures for cleaning high risk areas
7. be able to conduct cleaning in high risk areas
8. be able to follow the correct procedures after the cleaning.

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 209            Clean high risk areas**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prevent the spread of infection and contamination in a high risk area**

The learner can:

1. explain the organisational requirements for entering and leaving the high risk area
2. describe how the risks present in the high risk area would differ from routine areas
3. state potential risks in the high risk area
4. state the importance of removing personal items before cleaning in a high risk area
5. state what personal protective equipment must be worn in the high risk area
6. state why hand hygiene is important in a high risk area
7. explain where hand hygiene facilities should be located
8. state the importance of having a designated contact person when cleaning a high risk area
9. state why damaged furniture or equipment poses an additional risk
10. state the organisational requirements for reporting damaged furniture and equipment.

#### **Outcome 2 Understand the procedures to follow before cleaning high risk areas**

The learner can:

1. describe the signage:
  - in a high risk area
  - for cleaning a high risk area
2. state the location of signs in a high risk area
3. describe the access arrangements for water and drainage facilities
4. explain the organisational requirements for arranging communication
5. state the importance of confirming contact arrangements before starting work
6. state the types of health conditions which may restrict cleaning duties and why it is important to report these
7. state the organisational requirements for reporting health conditions
8. explain the importance of having cleaning equipment which is in safe working order
9. state the organisational requirements for reporting problems with equipment
10. state which equipment, tools and machinery should be removed from the workplace before cleaning.

#### **Outcome 3 Understand how to carry out cleaning in high risk areas**

The learner can:

1. state the organisational requirements for cleaning in high risk areas
2. state which surfaces and soiling should be cleaned
3. describe the organisational requirements for reporting any soiling which cannot be cleaned
4. state which cleaning agents should be used in the high risk area
5. state the dilution levels required for the cleaning agents
6. state the importance of having the work area checked
7. state who is responsible for checking the work area
8. state who is responsible for removing waste from the area and how often this is carried out.

## **Outcome 4 Understand the procedures to follow after cleaning high risk areas**

The learner can:

1. state what equipment, tools and machinery should be removed from the workplace after cleaning
2. describe the organisational requirements for reporting accidental damage
3. state when signage should be removed and where it is stored
4. describe the importance of checking and cleaning personal protective equipment after use
5. state why equipment should be cleaned and replaced when necessary
6. describe the organisational requirements for disposal of waste and personal protective equipment.

## **Outcome 5 Be able to follow procedures to prevent the spread of infection and contamination in a high risk area**

The learner can:

1. follow organisational requirements when entering high risk area
2. report any health conditions which may cause infection or contamination of the high risk area
3. assess the risks of exposure to micro-organisms or contaminants for self and the environment
4. carry out hand hygiene to prevent the spread of infection or contamination of the high risk area
5. request advice when there is a risk of infection or contamination which is not usually present in the work area

## **Outcome 6 Be able to follow the procedures for cleaning high risk areas**

The learner can:

1. display the correct signage
2. follow the organisational requirements for working alone
3. remove all appropriate personal items, including jewellery and store safely
4. check that protective clothing and personal cleaning facilities are available
5. select the correct equipment and tools for use in the high risk area
6. ensure that cleaning equipment and tools are not damaged
7. check the nature of the soiling
8. ensure that the high risk area is clear of tools and equipment that are not required.

## **Outcome 7 Be able to conduct cleaning in high risk areas**

The learner can:

1. select and wear appropriate personal protective equipment for the task
2. follow the organisational requirements for hand hygiene throughout the cleaning activity
3. report faulty and damaged cleaning equipment
4. clean the area following organisational requirements
5. check items of furniture and equipment within high risk areas for damage
6. report damaged furniture and equipment
7. clean damaged furniture and equipment if safe
8. check that high risk areas have been cleared of waste according to organisational requirements
9. report any accidental damage and disruption to high risk areas caused by cleaning.

## **Outcome 8 Be able to follow the correct procedures after the cleaning**

The learner can:

1. remove signage and return it in a clean condition to the correct storage area
2. clean and return equipment and materials to the correct storage area
3. check that the area is clear of any equipment, tools and materials that are not required
4. check personal protective equipment for damage, deterioration and contamination
5. obtain replacement personal protective equipment
6. follow organisational requirements for the disposal and storage of personal protective equipment
7. collect personal items from storage
8. follow procedures for leaving high risk areas.

# Unit 209 Clean high risk areas

## Evidence Requirements

209 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

209 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

209 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

209 – Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

209 – Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓	✓	

209 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

209 – Outcome 7			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓	✓	

209 - Outcome 8			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 4

### Unit aim

This unit is about maintaining levels of cleanliness in confined spaces and being vigilant against possible hazards and risks that may arise.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. understand how to conduct cleaning in a confined space
2. understand how to follow organisational requirements for cleaning the confined space
3. be able to conduct cleaning in a confined space
4. be able to follow organisational requirements for cleaning the confined space.

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

# **Unit 210            Clean confined spaces**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Understand how to conduct cleaning in a confined space**

The learner can:

1. describe how atmospheric conditions can affect the work being carried out
2. state the importance of checking atmospheric conditions before starting work
3. state the importance of checking the nature of any soiling and the level of skill needed to deal with it
4. explain why advice should be sought about cleaning spaces that may pose a specific risk
5. state what risks may be present in the confined space
6. describe how to identify risks for the purpose of risk assessment
7. state the importance of having a designated contact person when cleaning a confined space
8. state the personal protective equipment that is appropriate for cleaning the confined space
9. state the importance of having serviceable cleaning equipment before entering the confined space
10. state the organisational requirements for checking and reporting problems with equipment
11. describe the procedures for:
  - entering and leaving the confined space
  - conducting cleaning in the confined space
  - carrying out the cleaning process in a confined space
  - controlling access to the confined space
12. state the importance of following organisational requirements for controlling access to the confined space.

### **Outcome 2 Understand how to follow organisational requirements for cleaning the confined space**

The learner can:

1. describe the procedures for:
  - entering the confined space
  - exiting the confined space in the event of an emergency
  - monitoring the conditions in the confined space
  - dealing with risks that arise during work
2. state the importance of having the work area checked
3. state who is responsible for:
  - checking the work area
  - removing waste from the confined space
4. state the organisational requirements for reporting accidental damage
5. describe the importance of checking and replacing personal protective equipment as necessary
6. describe the organisational requirements for disposing of waste and personal protective equipment
7. state the organisational requirements for closing down and making the work area safe on completion of cleaning
8. state the organisational requirements for leaving the confined space and retrieving personal items
9. state what paperwork needs to be completed at the end of the cleaning process.

### **Outcome 3 Be able to conduct cleaning in a confined space**

The learner can:

1. assess risks to health and safety before carrying out work
2. check that cleaning activities are not restricted by the working space available
3. check all equipment is in working order and electrical equipment is fully charged before entering the work area
4. obtain authorisation for entry into the work area
5. obtain the relevant health and safety information
6. confirm that atmospheric conditions have been checked and are safe before entering the work area
7. control the access to the work area before cleaning starts, in line with organisational requirements
8. follow the organisational requirements for entering the confined space
9. ensure that the workplace is clear of any equipment, tools and materials that are not required before and after cleaning
10. assess the nature of the soiling
11. report the nature of the soiling to the appropriate person
12. request advice when asked to clean environments where there is a specific risk
13. carry out the cleaning process in line with organisational requirements.

### **Outcome 4 Be able to follow organisational requirements for cleaning the confined space**

The learner can:

1. assess risks as they arise and act immediately to remedy any unsafe activity, equipment and environmental conditions
2. apply emergency exit procedures immediately when an emergency situation arises
3. clear the confined space of any waste in accordance with organisational requirements
4. assess and report damage and disruption during the cleaning process
5. inspect reusable personal protective equipment for damage, deterioration and contamination after use and arrange for replacements where necessary
6. dispose of damaged and disposable personal protective equipment following organisational requirements
7. clean and store reusable personal protective equipment following organisational requirements
8. carry out duties to close down and make the work area safe after cleaning
9. complete all documentation and reports accurately
10. ensure documents and reports are filed and passed on
11. ensure all organisational requirements have been fully met before collecting any personal items from storage
12. follow organisational requirements for leaving confined spaces.

# Unit 210 Clean confined spaces

## Evidence Requirements

210 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

210 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

210 - Outcome 3			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	
13.	✓		

210 - Outcome 4			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		✓
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		
9.	✓	✓	
10.	✓		
11.	✓		
12.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 4

### Unit aim

This unit is about conducting routine cleaning in food areas, including kitchens, food service areas, food manufacturing premises, food production and food retailing. This unit also covers identifying signs of pest control.

In food businesses, it is important to take into account the businesses' food safety management procedures.

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. understand how to prepare to clean food areas
2. understand how to identify signs of pest infestation
3. understand how to clean food areas
4. understand how to clean food production equipment
5. understand how to complete cleaning of food areas
6. be able to clean food areas
7. be able to clean food production equipment
8. be able to complete cleaning of food areas.

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

# **Unit 211            Clean food areas**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Understand how to prepare to clean food areas**

The learner can:

1. explain the importance of having an up to date cleaning specification and where it can be found
2. state the importance of maintaining levels of personal hygiene when working in food areas
3. state types of health conditions that must be reported
4. describe why it is important to report health conditions to the relevant person
5. state the importance of wearing the required personal protective equipment and for others to see it being worn
6. explain why food items must be moved or protected during cleaning operations
7. describe the consequences of not moving or protecting food items during cleaning
8. explain the importance of ventilating food production areas during cleaning.

### **Outcome 2 Understand how to identify signs of pest infestation**

The learner can:

1. state the main types of pest infestations common to food areas
2. describe how to identify signs of pest infestation
3. state the organisational procedures for dealing with any incidences of infestation
4. explain the importance of reporting pest infestations.

### **Outcome 3 Understand how to clean food areas**

The learner can:

1. state the types of cleaning equipment available for use
2. describe how to check that the cleaning equipment is safe to use
3. state the types of cleaning agents that are suitable for the surfaces in the food area
4. describe the consequences of using the wrong cleaning agents on surfaces
5. state methods of checking for chemical residues when they have been used.

### **Outcome 4 Understand how to clean food production equipment**

The learner can:

1. describe how to recognise faulty or damaged food production equipment
2. explain the importance of labelling and reporting faulty and damaged equipment
3. explain the importance of safely isolating powered equipment before cleaning
4. explain the importance of following manufacturer's and workplace instructions for the:
  - disassembling
  - cleaning
  - re-assemblingof food production equipment
5. state the location of the holding area for food production equipment parts
6. describe methods for de-scaling and cleaning food production equipment.

## **Outcome 5 Understand how to complete cleaning of food areas**

The learner can:

1. describe the importance of assessing how the work is progressing
2. explain why it is important to leave food areas free of deposits, residue and foreign objects
3. describe the consequences of food areas not being left free of deposits, residue and foreign objects
4. describe the importance of returning all food and equipment to the correct place once cleaning is completed
5. explain why surfaces and vents should be left dry on completion of cleaning
6. describe the organisational requirements for disposing of waste and slurry
7. explain the importance of cleaning the cleaning equipment
8. state where cleaning equipment should be stored.

## **Outcome 6 Be able to clean food areas**

The learner can:

1. remove and store personal items safely
2. select and wear appropriate personal protective equipment for the task
3. select and protect relevant items, including food, before cleaning begins
4. identify suitable cleaning equipment and check it is safe to use
5. label faulty or damaged cleaning equipment and report according to organisational requirements
6. prepare food production plant, equipment and materials for cleaning
7. isolate food equipment from power supplies
8. clean the area without damaging in-place plant and equipment.

## **Outcome 7 Be able to clean food production equipment**

The learner can:

1. follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment
2. dismantle food production equipment and place in the right holding area before cleaning
3. ventilate the working area and check that there are no chemicals on the area before de-scaling equipment
4. de-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination
5. check that individual parts of food production equipment are clean before re-assembly
6. reassemble food production equipment after cleaning
7. check equipment is in correct working order once reassembled
8. record and report faults with food production equipment according to organisational requirements.

## **Outcome 8 Be able to complete cleaning of food areas**

The learner can:

1. assess cleaning performance against the business' food safety management procedures
2. leave equipment and working areas free of deposits, cleaning residues and foreign objects
3. check that ventilation systems and surfaces are clean and dry when cleaning has been completed
4. dispose of waste and slurry following organisational requirements
5. clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete.

# Unit 211 Clean food areas

## Evidence Requirements

211 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

211 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

211 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

211 - Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

211 - Outcome 5			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

211 – Outcome 6			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	
8.	✓		

211 – Outcome 7			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓	✓	

211 - Outcome 8			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 6

### Unit aim

This unit is about conducting specialised cleaning to non-routine equipment and surfaces, this may involve the use of specialist equipment, chemicals and treatments.

In food businesses, it is important to take into account the businesses' food safety management procedures.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. understand how to prepare to deep clean equipment and surfaces
2. understand how to deep clean equipment and surfaces
3. understand how to restore the deep clean area
4. be able to prepare to deep clean equipment and surfaces
5. be able to undertake deep cleaning of equipment and surfaces
6. be able to restore the work area for use.

### Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 212            Deep clean equipment and surfaces**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prepare to deep clean equipment and surfaces**

The learner can:

1. explain the importance of having an up to date cleaning specification and where it can be found
2. state the importance of maintaining standards of personal hygiene when cleaning
3. state the importance of removing personal items prior to cleaning and where they should be stored
4. state the importance of wearing appropriate personal protective equipment and for others to see it being worn
5. describe the best methods and materials for carrying out deep cleaning identifying possible alternatives
6. explain how the following factors might affect the type of cleaning required:
  - type of soiling
  - type of surface
  - position
  - amount of soiling
7. explain how to check that the equipment and surface is suitable for the treatment
8. explain the importance of reporting damaged and deteriorating surfaces
9. state why the selected treatment might not be suitable
10. explain the importance of reporting immediately any concerns about the deep clean
11. state how to ventilate the work area
12. state additional customer or manufacturer's standards that may need to be applied to the work surface and equipment.

#### **Outcome 2 Understand how to deep clean equipment and surfaces**

The learner can:

1. describe why there are checks and restrictions in place for the use of deep cleaning equipment
2. describe how to check that equipment is in safe working order
3. state the organisational requirements for reporting problems with equipment
4. state the importance of removing superficial dust and debris
5. describe how to soften ground-in soil and stains
6. state the importance of softening ground-in soiling
7. explain how to select the most appropriate place to carry out test cleans
8. explain why test cleans should be carried out before applying treatments
9. explain why treatments should be applied evenly
10. state when equipment and surfaces should be pre-treated
11. state how long the treatment should take to work
12. state where to find manufacturer's instructions for:
  - disassembling and re-assembling food equipment
  - applying treatments
  - operating equipment
13. state why it is important to follow manufacturer's and organisational requirements.

### **Outcome 3 Understand how to restore the deep clean area**

The learner can:

1. describe what to look for when checking the cleaned area and equipment
2. state what treatments require rinsing
3. describe why and how rinsing of treatments should be carried out
4. state the organisational requirements for reporting soiling or stains that cannot be removed
5. state factors which might mean another treatment is required
6. describe the importance of putting items back to their original place after cleaning
7. describe how to check for pest infestation
8. state the organisational requirements for reporting pest infestations
9. state why it is important to check that equipment is working properly
10. explain the procedures for the disposal of used and unused treatments and why this is important
11. state the importance of cleaning equipment after use
12. state where cleaning treatments, equipment and machinery should be stored
13. describe the importance of cleaning and checking personal protective equipment after use
14. state the organisational requirements for storing and disposing of personal protective equipment.

### **Outcome 4 Be able to prepare to deep clean equipment and surfaces**

The learner can:

1. locate the relevant cleaning specification and describe what is required to do the task
2. remove personal items and store them correctly
3. select and wear appropriate personal protective equipment for the task
4. select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling
5. check that the equipment is serviceable
6. check that the surface and equipment is suitable for the planned treatment
7. report damaged equipment and surfaces which are deteriorating
8. contact the appropriate person for advice on
  - soiling
  - surfaces that could be damaged by cleaning
  - health risks of using a substance
9. check the work area for factors which may affect the clean
10. ensure that power supplies are isolated and protected during cleaning
11. ventilate the work area
12. check for authorisation to use any deep cleaning equipment prior to use
13. check whether there are any additional requirements from the customer regarding the deep clean
14. report any reasons for not using the specified equipment.

## **Outcome 5 Be able to undertake deep cleaning of equipment and surfaces**

The learner can:

1. remove superficial dust and debris before starting the deep clean
2. soften ground-in soil and stains before trying to remove them
3. conduct a test clean in an area where marks are least likely to be noticed
4. follow manufacturer's instructions when disassembling equipment
5. apply the treatment safely, evenly and methodically following manufacturer's instructions and without over-wetting or damaging the surface
6. ensure that absorbent patches are pre-treated and that stubborn and ingrained stains are given concentrated treatment
7. protect furniture and equipment in areas where a wet treatment is being used
8. follow the manufacturer's and organisational requirements in the safe use and disassembly of machinery and equipment
9. ensure safety of self and others throughout the cleaning process.

## **Outcome 6 Be able to restore the work area for use**

The learner can:

1. check the cleaned surface for an even appearance
2. ensure the surface is left free from dirt and excess moisture
3. rinse treated surfaces if necessary without disturbing the surrounding area
4. apply protective coatings and treatments if necessary
5. reinstate the work area
6. check that no residues remain on furniture and equipment
7. check for and report any signs of pest infestation
8. check that equipment with moving parts is working after the deep clean
9. report any defects and damage caused during cleaning
10. dispose of used and un-used solutions according to manufacturer's instructions
11. clean the equipment after use
12. store cleaning agents and treatments in a safe and secure place
13. clean and store equipment after use.

# Unit 212      Deep clean equipment and surfaces

## Evidence Requirements

212 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

212 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	
13.		✓	

212 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	
13.		✓	
14.		✓	

212 – Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓	✓	
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	
13.	✓	✓	
14.	✓	✓	

212 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓		

212 – Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓	✓	
10.	✓		
11.	✓		
12.	✓		
13.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 213

# Clean, maintain and protect semi-hard and hard floors

**Level:** 2

**Credit value:** 4

### Unit aim

This unit is about cleaning semi-hard and hard floors using manual equipment. It covers assessing the amount of cleaning that is required and the selection of appropriate equipment and cleaning agents.

It is also about employing the correct process when cleaning, by removing ground-in dirt before applying the appropriate treatment, and ensuring that, when the work is complete, the area is left dry.

It also covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when completed.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. understand how to prepare to clean semi-hard and hard floors
2. understand how to clean semi-hard and hard floors
3. understand how to treat semi-hard and hard floors
4. understand how to protect hard floors
5. be able to prepare to clean semi-hard and hard floors
6. be able to clean semi-hard and hard floors
7. be able to protect hard floors.

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence..

## **Unit 213            Clean, maintain and protect semi-hard and hard floors**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prepare to clean semi-hard and hard floors**

The learner can:

1. state types of semi-hard and hard floors
2. explain the process for preparing to clean hard floors
3. state the importance of maintaining personal hygiene when cleaning
4. state the importance of removing personal items and where these should be stored
5. state the importance of wearing appropriate personal protective equipment and for others to see it being worn
6. state the importance of checking health and safety instructions against organisational requirements
7. explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
8. state what could happen if the right safety measures are not taken
9. state the importance of colour coding
10. state factors which would affect how to clean a semi-hard or hard floor.

#### **Outcome 2 Understand how to clean semi-hard and hard floors**

The learner can:

1. state the importance of removing large items of debris by hand before beginning cleaning
2. describe the safe handling techniques which should be used for removing large items of debris
3. state methods for removing loose dust and debris
4. explain how to select a method for removing loose dust and debris
5. state which containers to put dust and debris into
6. describe how different types of spillages can be identified
7. describe the importance of reporting body fluids and spillages that they cannot identify
8. give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued
9. state methods that could be used to remove spillages
10. explain how to select a method to clean up spillages
11. state the importance of disposing of unused cleaning solutions correctly.

#### **Outcome 3 Understand how to treat semi-hard and hard floors**

The learner can:

1. state methods of treatment for semi-hard and hard floors and the most effective and economical to use for the task
2. explain how to select the most appropriate place to carry out test cleans
3. explain why test cleans should be carried out before applying treatments
4. describe the circumstances under which equipment and surfaces should be pre-treated
5. explain why treatments should be applied evenly
6. state the importance of reporting any stains that cannot be removed
7. state the importance of leaving the floor:
  - neutralised
  - free of ground-in soil
  - free of protective coatings.

## **Outcome 4 Understand how to protect hard floors**

The learner can:

1. state the range of protective coatings available
2. describe how to select an appropriate protective coating
3. explain how to decide on the number of protective coatings which should be applied
4. state the importance of applying the coating and burnishing evenly
5. describe the correct method of disposing of unused protective coatings
6. state the importance of putting things back as you found them when cleaning is complete.

## **Outcome 5 Be able to prepare to clean semi-hard and hard floors**

The learner can:

1. prepare the work area and equipment so that the task can be completed efficiently and correctly
2. select the appropriate personal protective equipment for use when cleaning floors
3. select the correct equipment for the work area and the most effective treatment to use
4. report damaged and deteriorated floor surfaces that may require restoration
5. identify and note any factors that may affect how the floor is cleaned
6. identify any additional requirements that need to be applied other than supervisors instructions
7. ventilate the area during cleaning.

## **Outcome 6 Be able to clean semi-hard and hard floors**

The learner can:

1. remove large items of debris and loose dust carefully and safely without causing it to spread
2. report any bodily fluid or spillages that cannot be identified, according to organisational requirements
3. select a method for clearing up spillages that is correct for:
  - the floor
  - the size of spillage
  - the type of spillage
4. select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in soil
5. soften ground-in soil and stains before attempting to remove them
6. conduct a test clean in an area where marks are least likely to be noticed
7. apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface
8. report stains that cannot be removed
9. dispose of unused cleaning treatments and waste products in line with organisational requirements.

## **Outcome 7 Be able to protect hard floors**

The learner can:

1. select an appropriate protective coating and equipment for the floor surface
2. apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions
3. leave the floor dry and free of dust
4. dispose of unused materials correctly and return items to the correct place
5. dispose of waste correctly
6. reinstate the work area.

# Unit 213

# Clean, maintain and protect semi-hard and hard floors

## Evidence Requirements

213 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

213 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	

213 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

213 – Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

213 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓	✓	
7.	✓		

213 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓		
8.	✓	✓	
9.	✓	✓	

213 – Outcome 7			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 4

### Unit aim

This unit is about cleaning soft floors and furnishings, including the removal of stains and applying treatments.

The unit will cover a range of specialist methods including: dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, pile realignment.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. understand how to prepare to clean soft floors and furnishings
2. understand how to maintain soft floors and furnishings
3. be able to prepare to maintain soft floors and furnishings
4. be able to maintain soft floors and furnishings.

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 214            Clean and maintain soft floors and furnishings**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prepare to clean soft floors and furnishings**

The learner can:

1. describe the importance of having an up-to-date cleaning specification and from where it can be obtained
2. state the importance of maintaining personal hygiene when cleaning
3. state the importance of removing personal items and where these should be stored
4. state the importance of wearing the appropriate personal protective equipment and for others to see it being worn
5. state the importance of checking health and safety instructions against organisational requirements
6. explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
7. describe how to assess that the material is suitable for the planned treatment.

#### **Outcome 2 Understand how to maintain soft floors and furnishings**

The learner can:

1. state the importance of removing superficial dust and debris before commencing the cleaning process and how this is done
2. describe the best methods and materials for carrying out deep cleaning identifying possible alternatives
3. describe methods of softening ground-in soiling and stains and how to identify when the material is soft enough
4. explain how to select the most appropriate place to carry out test cleans
5. explain why test cleans should be carried out before applying treatments
6. describe the circumstances in which equipment and surfaces should be pre-treated
7. explain why treatments should be applied evenly
8. describe how to clean methodically to reduce dust spreading
9. state ways to avoid damaging surfaces and the possible results of any damage
10. state the importance of taking precautions in cleaning unsecured items such as rugs
11. state the possible dangers of working at heights and how to do so safely
12. describe the importance of removing any excess moisture from the area which has been cleaned.

#### **Outcome 3 Be able to prepare to maintain soft floors and furnishings**

The learner can:

1. prepare the work area and equipment so that the task can be completed efficiently and safely
2. examine the material to make sure it is suitable for the planned treatment given the:
  - type of soiling
  - position
  - amount of soiling
3. identify whether the material is colourfast and shrink resistant
4. identify and report damaged and deteriorated surfaces that may require restoration
5. identify and note any factors that may affect how the material is cleaned
6. identify any additional requirements that need to be applied other than supervisors instructions
7. identify and move any portable objects that may hinder working
8. ventilate the area during deep cleaning.

## **Outcome 4 Be able to maintain soft floors and furnishings**

The learner can:

1. remove loose dust and debris before applying the cleaning agent or treatment
2. soften ground-in soil and stains before attempting to remove them
3. conduct a test clean in an area where marks are least likely to be noticed
4. apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material
5. assess the treated area and apply more treatment to remove stains safely where necessary
6. leave surfaces with an even appearance when work is completed
7. leave the material free of excess moisture and ground-in soil when work is completed
8. dispose of waste correctly
9. reinstate the work area
10. report stains that cannot be removed.

# Unit 214 Clean and maintain soft floors and furnishings

## Evidence Requirements

214 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

214 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

214 - Outcome 3			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓	✓	
7.	✓	✓	
8.	✓		

214 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about cleaning surfaces, which must be carried out carefully in order to prevent causing accidental damage such as chips, scratches and other marks.

Many exterior surfaces have a shiny finish, therefore it is important that upon completion of cleaning surfaces are left dry and glass, in particular, is left free of smears and cleaning residue.

The term glazed can refer to other highly polished exterior surfaces eg marble or cladding.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. understand how to clean glazed surfaces and façades
2. understand how to finish cleaning glazed surfaces and façades, and reinstate the work area
3. be able to clean glazed surfaces and façades
4. be able to finish cleaning glazed surfaces and façades, and reinstate the work area.

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 215            Clean glazed surfaces and façades**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to clean glazed surfaces and façades**

The learner can:

1. describe the procedures for entering and leaving the workplace
2. describe how to inspect surfaces
3. describe the importance of reporting defects on surfaces
4. state why the equipment should be clean before use
5. describe procedures for closing windows and openings before cleaning
6. describe the importance of windows and openings being closed before cleaning
7. describe advantages of treating surfaces before applying cleaning agents
8. state organisational requirements for:
  - cleaning glazed surfaces and façades
  - equipment that should be used for cleaning glazed surfaces and façades
9. describe the techniques that should be used to avoid personal injury or strain
10. state where to find the manufacturer's instructions for operating equipment or machinery
11. state organisational requirements for reporting faults and emergencies.

#### **Outcome 2 Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area**

The learner can:

1. state the techniques and equipment for removing excess water
2. describe different treatments that can be applied to surfaces upon completion of cleaning
3. describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning
4. state the importance of reinstating the area
5. state the organisational requirements for disposing of waste
6. state the importance of cleaning equipment and machinery after use
7. state the organisational requirements for cleaning equipment and machinery after use
8. state where cleaning equipment and machinery should be stored.

#### **Outcome 3 Be able to clean glazed surfaces and façades**

The learner can:

1. follow procedures for entering the work area
2. inspect the surface to identify any defects prior to cleaning
3. report defects on surfaces according to organisational requirements
4. check that all cleaning equipment is clean and free of residue
5. check that all windows and openings are closed before cleaning
6. select and display appropriate warning signs clearly
7. treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents
8. use approved methods and equipment to carry out cleaning
9. use techniques that reduce risks of personal strain and injury
10. use cleaning equipment according to manufacturer's instructions and organisational requirements
11. report any previously unidentified damage
12. check that the work area is not over-wetted
13. follow organisational requirements in the event of a fault or emergency.

## **Outcome 4 Be able to finish cleaning glazed surfaces and façades, and reinstate the work area**

The learner can:

1. remove excess water from the surface and leave it streak free
2. check that all surfaces are dry upon completion of cleaning
3. apply treatments or protective coatings to surfaces following cleaning
4. check that accessories, fittings, frames and furniture are free of cleaning residue
5. reinstate the work area
6. dispose of waste in accordance with organisational requirements
7. check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning
8. return tools and equipment to the correct storage area.

# Unit 215 Clean glazed surfaces and façades

## Evidence Requirements

215 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	

215 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

215 - Outcome 3			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓		
10.	✓		
11.	✓	✓	
12.	✓		
13.	✓	✓	✓

215 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about the handling of non-routine waste, which could for example include hazardous waste such as clinical waste or sharps. It is about following procedures to ensure that waste is clearly labelled and its movement is recorded.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. understand how to handle and label non-routine waste
2. understand how to handle suspicious items
3. understand how to transfer non-routine waste and deal with containers
4. be able to handle and label non-routine waste safely
5. be able to transfer non-routine waste and deal with containers.

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 216 Deal with non-routine waste**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to handle and label non-routine waste**

The learner can:

1. describe the procedures and methods for preparing self and the work area
2. list different types of personal protective equipment
3. describe the importance of wearing personal protective equipment and for others to see it being worn
4. describe the importance of maintaining personal hygiene when handling non-routine waste
5. explain ways to mark, label and record waste and its movement
6. explain the importance of marking, labelling and recording waste and its movement correctly
7. identify equipment required to dispose of sharps safely
8. explain the procedures for disposing of sharps safely
9. describe methods for handling and disposing of clinical waste
10. describe safe procedures for segregating and sorting waste for recycling.

#### **Outcome 2 Understand how to handle suspicious items**

The learner can:

1. state ways to identify suspicious items
2. explain the organisational requirements for dealing with suspicious items
3. state the importance of checking with the appropriate person before removing unidentified items.

#### **Outcome 3 Understand how to transfer non-routine waste and deal with containers**

The learner can:

1. describe procedures for transferring waste
2. describe the methods used to ensure safe carriage of collected waste to the holding areas
3. describe the organisational requirements for dealing with sanitation bins
4. describe ways to identify problem and hazardous waste
5. describe why the location and cleaning of waste areas is important in preventing and controlling pests
6. describe the importance of repackaging waste containers that have dangerous residue on the outside
7. describe the organisational requirements for reporting and handling waste spillages
8. state the standards of cleanliness required for:
  - holding areas
  - empty holding bins
  - collection bins.

## **Outcome 4 Be able to handle and label non-routine waste safely**

The learner can:

1. prepare self and the work area to do the task efficiently, correctly and safely
2. select and wear appropriate personal protective equipment
3. identify the location of the waste holding areas
4. check that storage containers are securely sealed before handling
5. check that seals on storage containers are unbroken after moving
6. identify waste to be collected and transferred to a collection point and follow correct handling procedures
7. identify the waste material for collection and segregate or sort before disposal to collection point
8. mark the origin of waste clearly
9. label and record movement of waste
10. ensure the safety of self and others when handling sacks and receptacles
11. use the handles provided to move rigid containers
12. identify sharps that require special handling and use the pick up kit or specific box for their disposal
13. check with the appropriate person before removing unidentified items.

## **Outcome 5 Be able to transfer non-routine waste and deal with containers**

The learner can:

1. ensure that containers of waste materials are taken safely to the right place and secured if necessary
2. follow organisational requirements to cut down the risk of contaminating surrounding areas
3. follow organisational requirements for reporting:
  - signs of pest infestation
  - faulty/broken equipment
4. clean waste containers following organisational requirements
5. replace bin liners and set up fresh containers
6. leave clean containers in the correct place and in a condition which is fit for use
7. apply organisational requirements on the safe removal of waste spillages
8. leave holding areas clean when finished
9. secure cleaning equipment, machinery and waste containers to the correct storage area
10. follow procedures for the removal, cleaning and disposal of used personal protective equipment.

# Unit 216 Deal with non-routine waste

## Evidence Requirements

216 - Outcome 1			
PC ref.	O		
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

216 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	

216 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

216 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	✓
13.	✓		

216 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about performing maintenance and minor repairs to items both within buildings and outside.

Carrying out such repairs and maintenance will involve the use of hand tools and equipment and working carefully to ensure that the area where the work has been carried out is still in keeping with the surrounding area. It is important that after repairs and maintenance have been carried out all items are functioning as they should.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. understand how to prepare to carry out maintenance and minor repairs
2. understand how to carry out maintenance and minor repairs
3. be able to prepare to carry out maintenance and minor repairs
4. be able to carry out maintenance and minor repairs.

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 217            Carry out maintenance and minor repairs**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prepare to carry out maintenance and minor repairs**

The learner can:

1. state the type and amount of maintenance and repair work that is required
2. describe how environmental and other site conditions can influence how work is carried out
3. state which tools and equipment are appropriate for the task
4. describe the importance of carrying out preparatory work before carrying out repairs
5. describe the importance of protecting the surrounding area
6. state methods which can be used to protect the surrounding area.

#### **Outcome 2 Understand how to carry out maintenance and minor repairs**

The learner can:

1. describe safe, approved working practices for carrying out the work
2. describe how to make sure that the surrounding areas are maintained during maintenance and repair
3. describe the importance of retaining the items to be replaced
4. describe how to check that items, which have been repaired function correctly and why this should be done
5. describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out
6. describe methods of cleaning tools and equipment
7. state the importance of cleaning tools and equipment after use
8. state where tools, equipment and un-used materials should be stored.

#### **Outcome 3 Be able to prepare to carry out maintenance and minor repairs**

The learner can:

1. identify the items that need maintenance and the repair work required
2. assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs
3. select the hand tools and equipment that are the most appropriate for the task
4. protect the immediate surrounding areas throughout the preparations and the work
5. apply the appropriate method for repairing damaged areas or surfaces for repair.

#### **Outcome 4 Be able to carry out maintenance and minor repairs**

The learner can:

1. use safe and approved working practices and techniques
2. isolate any electrical supplies
3. ensure that there are no adverse effects to the finished items or appearance of the surrounding areas
4. check that replacement items function correctly and operate safely
5. check that the working and surrounding areas match following maintenance and repair work
6. report any maintenance or repair work that they are not competent to carry out
7. report any cleaning requirements that cannot be carried out
8. clean tools and equipment after use
9. secure tools, equipment and used materials in the correct storage area.

# Unit 217 Carry out maintenance and minor repairs

## Evidence Requirements

217 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

217 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

217 - Outcome 3			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		

217 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓	✓	
8.	✓		
9.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 218

## Perform street cleansing manually

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about carrying out street cleansing by hand using a brush and a barrow or cart. It covers removing litter and detritus from public areas including grounds, streets, pavements, pedestrian areas and car parks. It involves identifying and following the correct procedures to deal with any litter that may pose a risk to health and safety. It is important that, when you have finished your work, as much litter, debris and detritus, as is feasible, has been removed.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. understand how to remove litter, detritus and debris from grounds
2. understand how to maintain waste collection points
3. be able to remove litter, detritus and debris from grounds
4. be able to maintain waste collection points.

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 218          Perform street cleansing manually**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to remove litter, detritus and debris from grounds**

The learner can:

1. list the permits and checks that may be required for the task
2. describe factors which should be taken into account when identifying litter, detritus and debris
3. describe organisational requirements for reporting items that may present a risk to health and safety
4. state the importance of wearing the required personal protective equipment and for others to see it being worn
5. state different types of equipment for removal of litter, detritus and debris
6. describe how to identify the correct equipment for the type of litter, detritus and debris
7. describe actions that need to be taken in order to deal with hazardous debris and detritus
8. state why mobile equipment should be secured
9. state the consequences of not securing mobile equipment
10. state the importance of segregating litter and putting it into the correct container/location
11. state the importance of ensuring the work area is left free of litter, detritus and debris
12. state the organisational requirements for reporting when work has been completed
13. state the importance of adhering to organisational requirements for reporting when work has been completed.

#### **Outcome 2 Understand how to maintain waste collection points**

The learner can:

1. describe where information on the number and location of waste collection points can be found
2. state types of hazardous debris and detritus
3. describe actions that need to be taken in order to deal with hazardous debris and detritus
4. describe how to operate equipment safely
5. describe the organisational requirements for emptying containers
6. describe how to identify when containers need replacing
7. describe the organisational requirements for reporting problems.

#### **Outcome 3 Be able to remove litter, detritus and debris from grounds**

The learner can:

1. confirm with the appropriate person the area to be cleaned
2. select and wear appropriate personal protective equipment for the task
3. select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area
4. use equipment safely following organisational requirements
5. use the correct method for removing litter from the ground surface
6. secure mobile equipment when not in use
7. segregate litter and put it into the correct container/location
8. transfer waste to the correct collection points.

## **Outcome 4 Be able to maintain waste collection points**

The learner can:

1. identify the number and location of the waste collection points
2. identify waste that needs specialist treatment or handling
3. follow organisational requirements for dealing with waste that requires specialist treatment or handling
4. empty containers and replace as necessary
5. leave the area clean and tidy
6. report any problems following organisational requirements
7. return equipment to the correct place and store securely
8. report that work has been completed.

# Unit 218 Perform street cleansing manually

## Evidence Requirements

218 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	
13.		✓	

218 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

218 – Outcome 3			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

218 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 219

## Perform street cleansing mechanically

**Level:** 2

**Credit value:** 4

### Unit aim

This unit is about carrying out street cleansing using a vehicle or other automated equipment. It covers removing litter and detritus from public areas and following the correct procedures to deal with litter that may pose a threat to health and safety.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. understand how to remove litter, detritus and debris
2. understand how to operate vehicles, equipment and machinery
3. understand how to deal with collected waste
4. know how to clean and store vehicles, equipment and machinery
5. be able to remove litter and detritus
6. be able to deal with collected waste
7. be able to clean and store vehicles, equipment and machinery.

### Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 219          Perform street cleansing mechanically**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to remove litter, detritus and debris**

The learner can:

1. list the permits and checks that may be required for the task
2. describe factors which should be taken into account when identifying litter, detritus and debris
3. describe organisational requirements for reporting items that may present a risk to health and safety
4. state the importance of wearing the required personal protective equipment and for others to see it being worn
5. state types of hazardous debris and detritus
6. describe actions that need to be taken in order to deal with hazardous debris and detritus.

#### **Outcome 2 Understand how to operate vehicles, equipment and machinery**

The learner can:

1. state the level of legal and organisational authority needed to operate the vehicle or machinery
2. state how the legal and organisational authority would be obtained
3. state the types of personal protective equipment required for:
  - vehicles
  - equipment and machinery
  - working conditions
4. describe how to check that the vehicles and machinery have sufficient resources
5. state where additional resources can be obtained
6. state the organisational requirements for reporting faults with vehicles, equipment and machinery
7. state the importance of operating vehicles, equipment and machinery safely
8. state the importance of securing mechanical equipment.

#### **Outcome 3 Understand how to deal with collected waste**

The learner can:

1. state types of spillage that can occur
2. describe how to check that spillages have been treated correctly
3. describe the organisational requirements for reporting problems
4. state the location of the designated collection points for waste
5. describe how to discharge and dispose of collected waste safely
6. explain the legal and organisational requirements that must be followed when disposing of waste
7. state the organisational requirements for reporting when work has been completed
8. state the importance of adhering to organisational requirements for reporting when work has been completed.

## **Outcome 4 Know how to clean and store vehicles, equipment and machinery**

The learner can:

1. state the designated location for cleaning vehicles, equipment and machinery
2. describe the methods for cleaning vehicles, equipment and machinery
3. state the location of the storage areas for vehicles, equipment and machinery
4. state the importance of leaving storage areas secure.

## **Outcome 5 Be able to remove litter and detritus**

The learner can:

1. confirm with the appropriate person the area to be cleaned
2. select the:
  - vehicle
  - equipment and machinery
  - cleaning methods suitable for the litter, detritus and surfaces to be cleaned
3. confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery
4. select and wear personal protective equipment appropriate for the:
  - vehicle
  - equipment and machinery
  - working conditions
5. check that vehicles and machinery have sufficient resources
6. report faults with vehicles, equipment and machinery
7. use appropriate methods for removing litter detritus and debris according to:
  - type of litter, detritus and debris
  - equipment and machinery
  - vehicles
  - working conditions
8. operate vehicles, equipment and machinery safely following organisational requirements
9. secure vehicles and machinery when not in use
10. use methods which allow maximum clearance of litter, detritus and debris considering working conditions.

## **Outcome 6 Be able to deal with collected waste**

The learner can:

1. make sure spillages are treated correctly before removing them
2. report any problems following organisational requirements
3. transfer collected waste to the designated collection point
4. discharge and dispose of waste in line with legal and organisational requirements
5. check that the waste hopper has been left empty.

## **Outcome 7 Be able to clean and store vehicles, equipment and machinery**

The learner can:

1. clean vehicles, equipment and machinery once work is completed
2. return vehicles, equipment and machinery to the correct place and store securely
3. report that work has been completed.

# Unit 219 Perform street cleansing mechanically

## Evidence Requirements

219 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

219 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

219 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

219 - Outcome 4			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

219 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		
9.	✓		
10.	✓		

219 - Outcome 6			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		

219 – Outcome 7			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 220

## Work safely at heights

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about working safely at heights, inside or when working outside. It includes assessing the risks involved, taking all suitable precautions and following the correct procedures.

For the purpose of this unit a height is defined as a place from which a person could be injured by falling, regardless of whether it is above, at or below ground level.

This unit applies to individuals who work at heights, including those working for example on gantries, ladders or similar structures from where this is a danger of falling.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. understand how to work safely at heights
2. be able to work safely at heights.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

# Unit 220      Work safely at heights

## Learning Outcomes and Assessment Criteria

### Outcome 1 Understand how to work safely at heights

The learner can:

1. describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others
2. describe individual responsibilities relating to maintaining safe working practices
3. describe procedures when working at heights and how these link to health and safety legislation
4. describe the risks associated with working at heights especially when carrying and handling objects
5. describe how risks associated with working at heights can be controlled
6. describe precautions which should be taken to minimise risks associated with working at heights
7. describe organisational requirements for preparing for and working at heights
8. describe organisational requirements for using, cleaning and storing:
  - height access equipment
  - personal protective equipment
9. describe how to operate fall protection equipment

### Outcome 2 Be able to work safely at heights

The learner can:

1. carry out the work following an agreed plan
2. assess the risks taking into account the potential dangers of:
  - falling
  - dropping tools and debris
  - stability of ladders
  - the working area
  - overhead cables
  - equipment
  - other people in the vicinity
3. take precautions to address identified risks
4. check that personal protective equipment is functioning properly
5. select and wear appropriate personal protective equipment including, where relevant, full body harness
6. check that safety barriers are in place around the working area
7. check that there is a permit to work, where required, before working at heights
8. carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use
9. check that height access equipment is deployed and secure
10. maintain frequent communication with the appropriate person
11. leave work areas clean, tidy and free of obstructions
12. secure height access equipment and personal protective equipment in the correct storage area.

# Unit 220 Work safely at heights

## Evidence Requirements

220 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

220 - Outcome 2			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

## Unit 221

# Use a water-fed pole system to clean windows and façades

**Level:** 2  
**Credit value:** 4

### Unit aim

This unit is about cleaning windows, glass, laminates, façade surfaces and other highly polished surfaces using water-fed poles. It is important to assess the risks to yourself and others and follow working procedures.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. understand how to prepare to operate a water-fed pole system
2. understand how to operate a water-fed pole system
3. understand how to maintain a water-fed pole system
4. be able to prepare to operate a water-fed pole system
5. be able to operate a water-fed pole system
6. be able to maintain a water-fed pole system.

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.

## **Unit 221            Use a water-fed pole system to clean windows and façades**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to prepare to operate a water-fed pole system**

The learner can:

1. describe how to conduct a risk assessment
2. identify the payload capacity of the vehicle used and describe the consequences of overloading the vehicle
3. describe the importance of displaying appropriate warning signs
4. describe the importance of wearing high visibility clothing and personal protective equipment and for others to see it being worn
5. describe the precautions which should be taken to reduce the health and safety risks of using water-fed poles
6. state the importance of checking and inspecting equipment for defects or damage before use
7. describe how to identify defects or damage
8. describe the organisational requirements for reporting defective and damaged equipment.

#### **Outcome 2 Understand how to operate a water-fed pole system**

The learner can:

1. describe when it is appropriate to use a backpack system and the safe procedures for doing this
2. describe the risks associated with using a water-fed pole and how they can be reduced
3. explain why it is important to use the correct length of pole
4. describe the correct handling techniques for portable systems
5. state types of materials used to make poles
6. state when it is appropriate to use different types of poles
7. explain why contact should be maintained when working alone
8. describe how different types of surfaces should be cleaned
9. describe methods of dealing with different types of soiling.

#### **Outcome 3 Understand how to maintain a water-fed pole system**

The learner can:

1. list the important aspects of legislation with which equipment should comply
2. state the importance of keeping the water tank clean and free of build ups
3. state the importance of preventing the spread of legionella and other bacteria
4. describe how to replace water filter
5. state the importance of storing the tank system and equipment correctly
6. describe how to remove different types of build up in the tank system.

#### **Outcome 4 Be able to prepare to operate a water-fed pole system**

The learner can:

1. carry out a risk assessment
2. load the vehicle and ensure it is not overloaded
3. select and display the appropriate warning signs
4. select and wear appropriate personal protective equipment
5. inspect equipment for defects and damage.

## **Outcome 5 Be able to operate a water-fed pole system**

The learner can:

1. select the correct length of pole for the surface to be cleaned
2. ensure that the composition of the pole is correct for the conditions on site
3. drain the system of water before lifting
4. maintain regular contact with the appropriate person.

## **Outcome 6 Be able to maintain a water-fed pole system**

The learner can:

1. check tank systems to ensure they comply with relevant legislation
2. take appropriate actions to prevent build-ups
3. replace water filters in accordance with manufacturer's instructions
4. use the correct method of storage for a water-fed pole system
5. secure water-fed pole systems in the correct storage area
6. drain the tank and filters when the system is idle for an extended period.

# Unit 221 Use a water-fed pole system to clean windows and façades

## Evidence Requirements

221 – Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

221 - Outcome 2			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

221 - Outcome 3			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

221 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		

221 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		

221 - Outcome 6			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE    (see page 16 for more details)

# Relationships to other qualifications

## Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

These qualifications have connections to the:

- Level 2 Award/Certificate in Local Environmental Services (9729)
- Level 1 NVQ in Cleaning and Support Services (7696)
- Level 2 NVQ in Cleaning and Support Services (7698)

## 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](http://www.cityandguilds.com).

### ***Providing City & Guilds qualifications – a guide to centre and qualification approval***

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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***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***  
Find out how to register and certificate candidates on line
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLLA assessments.

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Registrations/enrolment, Certificates, 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](mailto:centresupport@cityandguilds.com)**

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### 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](mailto:singlesubjects@cityandguilds.com)**

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### 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](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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