Level 3

Award/Certificate/Diploma in Cleaning Supervision Skills

(7648-03)

Candidate logbook
Award – 500/9337/X
Certificate – 500/9326/5
Diploma – 500/9338/1

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes

candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (which can be found on the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0033   www.cityandguilds.com
F +44 (0)20 7294 2413   learnersupport@cityandguilds.com

Level 3

Award/Certificate/Diploma in Cleaning Supervision Skills

(7648-03)

Award – 500/9337/X
Certificate – 500/9326/5
Diploma – 500/9338/1

Version and date	Change detail	Section
2.0 Sep 2013	Added units 222, 314, 315, 316, 317	**Structure / Units**

This page is intentionally blank

Contents

This page is intentionally blank

1   About your candidate logbook

1.1   Contact details

Candidate name	
Candidate enrolment no	
Centre name	
Centre number	
Start date	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1   About your candidate logbook

1.2   Introduction to the logbook

This logbook will help you complete your qualification. It contains

- the units you need to achieve to complete your Award/Certificate/Diploma
- information about your responsibilities as a candidate
- forms you can use to record and organise your evidence.

It will also tell you:

- about your qualification
- what you need to do to complete your qualification
- who will help you.

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2   About the qualification

The Award/Certificate/Diploma in Cleaning Supervision Skills are nationally recognized qualifications gained in the workplace. They are based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. This qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

This qualification is assessed in the work place. Therefore, you should be carrying out the type of work involved in this qualification, or expect to carry it out in the future. If you are not in work, your centre will need to arrange a work placement for your assessment.

3   About the approved centre

3.1   Types of approved centre

Assessment for your qualification will be carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these.

City & Guilds approves centres to offer their qualifications and regularly monitors them to make sure they meet our quality standards and follow our assessment policies.

3.2   Centre responsibilities

Your centre is responsible for the administration of your qualification. Centre staff will
- register you with City & Guilds
- give you your City & Guilds enrolment number
- apply for your certificate(s) when you have completed your qualification or units.

Centres are also responsible for supporting you as your work towards your qualification. Centres will
- carry out an initial assessment with you
- tell you about any learning or training (and resources) you will need to help you complete your qualification
- provide an induction programme to explain how the assessment process works
- produce an assessment plan for you.

3.3   Assessment roles

The following people at your centre will help you achieve your qualification.

The assessor
The assessor is the person you will have the most contact with as you work towards your qualification.

Your assessor will:
- Help you identify any training you need
- Agree an assessment plan with you
- Help you plan and organise your workload and evidence
- Observe you carrying out your job in the workplace over a period of time
- Ask you questions about the work you do
- Make decisions about your evidence
- Judge when you are competent and meet the national standards
- Give you feedback about your evidence and competence

Your assessor may be your manager or supervisor at work. You may have more than one assessor depending on which units of the qualification you take.

The internal verifier

The internal verifier maintains the quality of assessment within the centre.

The external verifier

The external verifier is employed by City & Guilds to ensure that your centre meets the required national standards for quality and assessment.

The mentor

The mentor is someone in your workplace who can help and support you as you are working towards your qualification but does not carry out assessments. They may be able to provide you with witness testimony for your qualification.

Witness

Witnesses do not judge your overall competence but may provide statements about your performance which can be used as evidence of your work.

4   About candidates

4.1   Candidate role and responsibilities

Your responsibilities as a City & Guilds candidates are to

- provide your centre with your personal details so you can be registered with City & Guilds
- participate in an initial assessment and induction
- agree a personal assessment plan with your assessor
- collect and organise your evidence as agreed in your assessment plan
- attend regular meetings with your assessor to discuss your progress and to amend your plan when required
- meet with other centre and City & Guilds staff to talk about your evidence and qualification.
- make sure you understand and comply with Health and Safety law and regulations.

Your centre **may** ask you to agree and sign a learning contract with them to show how you will be assessed for your qualification.

4.2   Candidate enrolment number

Make sure you keep a note of your unique City & Guilds enrolment number on the front page of this logbook.

You will need this number again if you take any other City & Guilds qualifications. Using the same enrolment number helps City & Guilds keep a record of every unit and qualification you complete.

4.3   Moving to a new centre

If you change jobs or move to a new centre before you complete your N/SVQ, you may be able to complete it at a new centre. Ask your centre to apply for any certificates of unit credit for you before you leave, and add them to your records.

 A new centre will need your candidate enrolment number, your assessment records and evidence to help you complete your qualification.

5   The assessment process

5.1   Initial assessment

Before you start work on your qualification you will meet with your assessor to discuss what you need to do to complete your qualification. This can include

- checking you are taking the right level
- checking you have chosen suitable units
- identifying any training or learning you will need to help you gain your qualification
- agreeing an assessment plan
- signing a learning contract.

5.2   Skill scan

As part of this meeting, you will discuss the skills and knowledge you may already have, and decide how this can be used towards your Level 3 Award/Certificate/Diploma in Cleaning Supervision Skills. This process is sometimes called a Skill scan.

5.3   The assessment process

Once you have chosen your units you will make and agree an assessment plan with your assessor. This will show

- the units the plan covers
- when you will be assessed
- where the assessment will take place
- what you will be doing
- what evidence you will produce
- who will assess you.

The plan should also indicate the methods of assessment to be used to collect your evidence. Evidence can include

- observation by your assessor
- products of your work
- projects and assignments
- questioning – this could be verbal, written or computer based
- peer reports
- witness testimonies.

Your centre will explain the different types of evidence to you in more detail. There is an assessment plan form you can use in this logbook.

6   Assessment method requirements

This guidance is based on and amplifies the Policies and Principles for Awarding Asset Skills Competence Units in the Framework.

6.1   Assessment Principles

- Assessment should normally be at the candidate's workplace. Where the opportunity to assess across the range of standards is unavailable, other comparable working environments may be used, following agreement from the External Verifier.

- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. 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.

- Assessors can only assess in their acknowledged area of occupational competence.

- Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.

- The health and safety of customers and employees must be maintained throughout the assessment process. If any person carrying out assessment 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.

6.2   Evidence requirements for the level 3 Certificate in Cleaning Services Supervision

The units that make up this qualification may specify which documentation needs to be produced in some of the assessment criteria. This is however not always entirely clear and there should be some allowance for the ways in which different cleaning organisations work.

The primary source of evidence must be in the workplace. It is recommended that the assessment is holistic where possible and evidence should be referenced across all the units where it fits. The evidence provided must demonstrate that competency is consistent, reliable and repeatable. Evidence can be identified in the portfolio rather than having to appear in full but should be made available in a format that meets the quality assistance requirements of the awarding organisation.

Where items of evidence are confidential it is acceptable to remove information which allows individuals or organisations to be identified. Gaps can be filled by the use of personal statements and professional discussion.

Simulation/realistic working environment

This should be used only as a last resort and where allowed. See the principles of Assessment for a full definition of a realistic working environment it is, however, unlikely that this will be necessary for this qualification.

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.

Evidence of performance

In order to provide consistency across awarding organisations and centres the following guidance has been developed. **It does not mean that evidence must be provided or each type allowed.**

The following list gives suggested examples of the types of evidence which may be used to evidence performance:

Observation

Materials developed by the candidate

Documents used regularly and completed to implement activities

Project materials specific to the candidate

Visual or audio records specific to the individual candidate

Staffing structures

Staff development and training records including PDR's and training records

Risk assessments

Contract compliance documentation

Work schedules and rotas

Notes/minutes of meetings (formal and informal)

Resource requirements reviews

Customer feedback/Complaint/Dissatisfaction records

Reporting structures

Building plans

Action plans

Health and safety records

Emergency systems

Monitoring reports

Correspondence, emails and memos

Personal statements

Witness statements

Organisational policies and procedures

Professional discussion

6.3   Recognition of prior learning and experience (RPL)

Recognition of Prior Learning (RPL) recognises where the candidate'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 units of assessment.
- Assessor should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims prior learning and experience which relate to the individual circumstances.
- All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

7   Using your logbook

Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

These are:
Candidate job profile

You can use this form to record your personal details if you don't already have a Candidate resume/CV

Skill scan /Initial assessment

This can be used to record the skills and knowledge you may already have. This may be part of your initial assessment.

Expert /witness status list

This is used to record the details of staff that will provide you with witness testimony.

Assessment/Action planning

You and your assessor will use this form to feedback after each session. It will also enable you and your assessor to plan what actions need to be done before the next session.

Summary of achievement

This form is used to show which units you have chosen and how many units you have completed. When you have completed all your units and are ready to ask for your certificate, you and your assessor will sign this.

Please photocopy these forms as required.

Units

These record where the evidence you produce meets the requirements of the unit. You should give each piece of evidence a portfolio reference number.

Observation report (Appendices 1 of this document)
Your assessor will complete during observation. You will both sign this as a true record.

Also available to download from **www.cityandguilds.com** are some standard forms that you might want to include in your portfolio

8   Candidate job profile

If you already have your own CV you can use that instead of this form

Name   …

Place of work …

Assessor …

Outline of job role

Previous roles & responsibilities relevant to the qualification:

Previous qualification and training relevant to the qualification:

9 Skill scan/Initial assessment
Level 3 Award/Certificate/Diploma in Cleaning Supervision

Candidate name …………………………………………………………………………………

Unit	Duties	Examples	Training Required
222	**Working in Facilities Services**		
	Know about the nature and range of services offered in the facilities sector		
	Know about employment in the facilities services sector		
	Understand the contribution facilities services make to organisations		
301	**Supervise cleaning staff**		
	Understand how to plan the work of cleaning staff		
	Understand how to monitor the work of cleaning staff		
	Understand how to give cleaning staff feedback on their work		
	Be able to plan the work of cleaning staff		
	Be able to monitor the work of cleaning staff		
	Be able to give cleaning staff feedback on their work		
302	**Contribute to the implementation of systems and best practice in cleaning**		
	Understand how systems and processes for cleaning are implemented		
	Understand how to monitor and evaluate cleaning systems and processes		
	Be able to implement systems and processes for cleaning and communicate these to staff		
	Be able to monitor, evaluate and provide feedback on systems and processes		
303	**Support equality, diversity and individual rights in the workplace**		
	Understand the legal requirements and personal responsibilities for health and safety within an organisation		

	Be able to promote the importance of health and safety practices		
	Be able to ensure that hazards and risks are identified and managed in own area of responsibility		
	Be able to monitor and review health and safety performance and policy in own area of responsibility		

304	**Develop and implement a risk assessment plan in own area of responsibility**		
	Understand the legal requirements and personal responsibilities for health and safety within an organisation		
	Be able to promote the importance of health and safety practices		
	Be able to ensure that hazards and risks are identified and managed in own area of responsibility		
	Be able to monitor and review health and safety performance and policy in own area of responsibility		
305	**Monitor and solve customer service problems**		
	Solve immediate customer service problems		
	Identify repeated customer service problems and options for solving them		
	Take action to avoid the repetition of customer service problems		
	Understand how to monitor and solve customer service problems		
277	**Give customers a positive impression of yourself and your organisation**		
	Establish a rapport with customers		
	Respond appropriately to customers		
	Communicate information to customers		
	Understand how to give customers a positive impression of themselves and the organisation		
307	**Examine staff turnover issues and recruit staff in a cleaning environment**		
	Understand how to examine staff turnover in a cleaning environment		
	Understand the recruitment and selection process in a cleaning environment		
	Be able to examine staff turnover in a cleaning environment		
	Be able to follow the recruitment and selection process in a cleaning environment		

308	**Contribute to the control of resources**		
	Be able to contribute to the control of resources		
	Understand how to contribute to the control of resources		
309	**Supervise the cleaning of food areas**		
	Understand the procedures in place to commence the cleaning operation		
	Know the protocols of the cleaning operation		
	Understand the procedures in place to handle any problems or issues		
	Be able to cascade relevant information to staff		
	Be able to supervise the undertaking of the cleaning operation		
	Be able to manage problems or issues in an effective and professional manner		
310	**Provide guidance, resources and support to enable staff to minimise the risk of spreading infection when cleaning**		
	Understand organisational procedures and working practices for infection control in order to be able to support staff		
	Be able to give guidance to staff on policy and legislation regarding infection control		
	Be able to provide technical information regarding infection control		
	Be able to support staff in their infection control practices		
	Be able to support staff to deal with problems relating to infection control		
311	**Maintain a sustainable environment in cleaning**		
	Understand how approved working practices can minimise the risk to the environment		
	Know the legislative requirements and types of environmental damage that may occur		
	Be able to ensure that staff carry out cleaning activities in a sustainable manner		
	Be able to contribute to review policies on environmental protection and sustainability		

312	**Set objectives and provide support for team members**		
	Be able to communicate a team's purpose and objectives to the team members		
	Be able to develop a plan with team members showing how team objectives will be met		
	Be able to support team members identifying opportunities and providing support		
	Be able to monitor and evaluate progress and recognise individual and team achievement		
313	**Train and develop cleaning staff**		
	Understand organisational requirements and responsibilities for training		
	Understand how to contribute to the assessment of an individual's training and development needs		
	Understand how to train staff to quality and performance standards		
	Understand how to provide feedback on progress and performance		
314	**Understanding performance management**		
	Understand the value of assessing performance to meet organisational and individual needs		
	Know how to manage performance of individuals in the team		
	Understand the value of feedback in the workplace		
	know how to manage underperformance in the workplace		
315	**Principles of managing and resolving conflict in the workplace**		
	Understand how conflicts can arise affecting performance in the workplace		
	Understand how to resolve conflict in the workplace		
	Understand legal and organisational requirements concerning conflict		
316	**Implement quality management systems**		
	Understand the importance of quality management systems		

317	**Encourage colleague involvement in recycling**		
	Understand how to encourage and involve colleagues in recycling		
	Know how to resolve problems which could affect the recycling of materials		
	Know regulation, procedures and requirements for recycling		

10   Expert/Witness Status list

Candidate name… … … … … … … … … … … … … … … … … … …..

Name and Witness Signature	Status *	Professional relationship to candidate **	Outcomes witnessed

* Status

1 Occupational expert meeting specific requirements for role of expert witness	3 Non expert familiar with the standards
2 Occupational expert not familiar with the standards	4 Non expert not familiar with the standards

** Professional relationship to candidate

Manager = M   Supervisor = S   Colleague = Coll   Customer = Cus   Other (please specify)

11   Assessment/Action Planning

Candidate Name_____ Assessor Name_____ Date_____

Review of previous plan

Record of session

Feedback on session

Actions to be reviewed at next session   Date

Units/Outcomes completed

Signature of candidate …………………………………………………………….

Signature of assessor…………………………………………………………..

12   Summary of Achievement

Candidate name: _____

Candidate enrolment number: _____

Unique candidate number: _____

Centre number: _____

Assessor(s) and Internal Verifier(s) must print their name and provide a sample signature in the table below. This is necessary for validating the signature provided by the Assessor/Internal Verifier to confirm that the candidate has met all of the necessary requirements to complete the specified unit.

Please see unit achievement list on the next page.

Assessor(s)

Assessor(s) Name (print)	1. _____	2. _____	3. _____
Signature:	_____	_____	_____
Countersigning Assessor(s) Name (print)	1. _____	2. _____	3. _____
Signature:	_____	_____	_____

Internal Verifier(s)

Internal Verifier(s) Name (print)	1. _____	2. _____	3. _____
Signature:	_____	_____	_____
Countersigning Internal Verifier(s) (print)	1. _____	2. _____	3. _____
Signature:	_____	_____	_____

Summary of Achievement

City & Guilds suggests that you should enter the unit numbers, of the units you plan to achieve, in the table below. This will allow you to track your progress through the qualification at a glance.

Declaration
By signing this summary of unit achievement, I confirm that all learning outcomes for the unit have been completed and that the evidence is authentic and has been obtained under specified conditions for which certification is now requested.

Units achieved

Unit Number	Date achieved	Candidate signature	Assessor signature	Countersigning Assessor signature*	Internal verifier signature	Countersigning IV signature*

*where applicable

13   Qualification structure, units and evidence requirements

Level 3 Award in Cleaning Supervision Skills

To achieve the Award you must achieve a minimum of 8 credits.

Unit Number	Unit Title	Unit accreditation number	Credit value
To achieve the Award in Cleaning Supervision Skills you must achieve a minimum of 8 credits from the following units:			
301	Supervise cleaning staff	J/600/6363	4
302	Contribute to the implementation of systems and best practice in cleaning	Y/600/6366	2
303	Support equality, diversity and individual rights in the workplace	L/600/6414	4
304	Develop and implement a risk assessment plan in own area of responsibility	L/600/9703	6
305	Monitor and solve customer service problems	J/601/1515	6
307	Examine staff turnover issues and recruit staff in a cleaning environment	R/601/4871	5
308	Contribute to the control of resources (People 1st)	H/502/4097	4
309	Supervise the cleaning of food areas	H/600/6418	3
310	Provide guidance, resources and support to enable staff to minimize the risk of spreading infection when cleaning	K/600/6419	4
311	Maintain a sustainable environment in cleaning	D/600/6420	3
312	Set objectives and provide support for team members (MSC)	M/600/9600	5
313	Train and develop cleaning staff	H/600/6421	4

Level 3 Certificate in Cleaning Supervision Skills

To achieve the Certificate you must achieve a minimum of 27 credits.

Unit Number	Unit Title	Unit accreditation number	Credit value
Mandatory units			
301	Supervise cleaning staff	J/600/6363	4
302	Contribute to the implementation of systems and best practice in cleaning	Y/600/6366	2
303	Support equality, diversity and individual rights in the workplace	L/600/6414	4
304	Develop and implement a risk assessment plan in own area of responsibility	L/600/9703	6
5 credits must come from the following units			
277	Give customers a positive impression of yourself and your organization	L/601/0933	5
305	Monitor and solve customer service problems	J/601/1515	6
Plus a minimum of 6 credits must come from the following units			
307	Examine staff turnover issues and recruit staff in a cleaning environment	R/601/4871	5
308	Contribute to the control of resources (People 1st)	H/502/4097	4
309	Supervise the cleaning of food areas	H/600/6418	3
310	Provide guidance, resources and support to enable staff to minimize the risks of spreading infection when cleaning	K/600/6419	4
311	Maintain a sustainable environment in cleaning	D/600/6420	3
312	Set objectives and provide support for team members (MSC)	M/600/9600	5
313	Train and develop cleaning staff	H/600/6421	4

Level 3 Diploma in Cleaning Supervision Skills

To achieve the Diploma you must achieve a minimum of 37 credits.

Unit Number	Unit Title	Unit accreditation number	Credit value
Mandatory units			
301	Supervise cleaning staff	J/600/6363	4
302	Contribute to the implementation of systems and best practice in cleaning	Y/600/6366	2
303	Support equality, diversity and individual rights in the workplace	L/600/6414	4
304	Develop and implement a risk assessment plan in own area of responsibility	L/600/9703	6
5 credits must come from the following units			
277	Give customers a positive impression of yourself and your organization	L/601/0933	5
305	Monitor and solve customer service problems	J/601/1515	6
Plus a minimum of 16 credits must come from the following units			
222	Working in Facilities Services	L/503/9631	3
307	Examine staff turnover issues and recruit staff in a cleaning environment	R/601/4871	5
308	Contribute to the control of resources (People 1st)	H/502/4097	4
309	Supervise the cleaning of food areas	H/600/6418	3
310	Provide guidance, resources and support to enable staff to minimize the risks of spreading infection when cleaning	K/600/6419	4
311	Maintain a sustainable environment in cleaning	D/600/6420	3
312	Set objectives and provide support for team members (MSC)	M/600/9600	5
313	Train and develop cleaning staff	H/600/6421	4
314	Understanding performance management	J/503/9353	2
315	Principles of managing and resolving conflict in the workplace	H/504/6200	3
316	Implement quality management systems	A/504/6199	2
317	Encourage colleague involvement in recycling	T/504/6198	3

Unit 222 Working in Facilities Services

Level: 2

Credit value: 3

Recommended guided learning hours: 20

Unit aim:

This unit is about raising awareness of Facilities services by examining the types of services offered by organisations, the job roles and progression routes and how Facilities services contributes to the wider business environment.

Learning outcomes

- Know about the nature and range of services offered in the facilities sector
- Know about employment in the facilities services sector Understand how to give cleaning staff feedback on their work
- Understand the contribution facilities services make to organisations

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 222 Working in Facilities Services

Know about the nature and range of services offered in the facilities sector	
You must be able to:	PRN
1	State the role of a Facilities Services organisation	
2	List a range of typical services offered by a Facilities Services organisation	
3	Describe a range of services that are offered in the Facilities Services sector	

Know about employment in the Facilities Services sector	
You must be able to:	PRN
1	Describe typical job roles within the Facilities Services sector	
2	Identify career progression routes in the Facilities Services sector	

Understand the contribution facilities services make to organisations	
You must be able to:	PRN
1	Give examples of both 'hard' and 'soft' facilities services	
2	Give examples of how facilities services can improve: •energy, water and waste management •building services •the working environment	

Unit 301   Supervise cleaning staff

Understand how to plan the work of cleaning staff

	You must be able to:	PRN
1	Explain the importance of ensuring staff understand the requirements of a piece of work	
2	Explain the importance of knowing what resources are available before planning work	
3	Explain how to identify the requirements of a piece of work and the resources needed to complete it	
4	Explain how to develop staff rotas and schedules	
5	Explain why it is important to have a contingency plan	
6	Assess how to make best use of the abilities and diversity of staff	
7	Explain why it is important to consult other people about work plans	
8	Describe the types of constraints which may influence planning	
9	Describe situations which may cause plans to require updating	
10	Explain the importance of checking that staff have understood the briefing	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to plan the work of cleaning staff							
1	Collect relevant information about the work that must be planned						
2	Identify the requirements that must be met and the resources that are available for the work						
3	Allocate staff resources in a way which makes best use of their abilities						
4	Allocate physical resources according to requirements						
5	Develop contingency plans for things that may not go to plan						
6	Check plans with appropriate people						
7	Review and revise plans to take into account feedback and changes in requirements or resources						
8	Perform a briefing for cleaning staff on the plans and check their understanding						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Understand how to monitor the work of cleaning staff

	You must be able to:	PRN
1	Interpret the areas of health and safety legislation which are relevant to cleaning staff	
2	Interpret the areas of employment law which are relevant to cleaning staff	
3	Explain the importance of ensuring staff are meeting agreed requirements	
4	Explain how to observe staff carrying out work without causing disruption to them	
5	Explain the types of support that cleaning staff may require whilst carrying out their work	
6	Explain how support can be best provided to cleaning staff during cleaning	
7	Explain the types of problems which may occur during cleaning	
8	Explain how to deal effectively with problems which occur during cleaning	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to monitor the work of cleaning staff							
1	Observe cleaning staff carrying out tasks to ensure their work meets the required standard						
2	Provide staff with support as necessary						
3	Deal with any problems as they arise, within limits of own responsibility						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Understand how to give cleaning staff feedback on their work

	You must be able to:	PRN
1	Explain the importance of providing staff with clear, objective feedback on their work	
2	Explain the factors which should be considered when choosing a time and location to provide feedback to cleaning staff	
3	Explain how different methods of providing staff with feedback may be used	
4	Explain the importance of praising staff's achievements	
5	Explain the importance of identifying areas where staff can improve their performance	
6	Explain the importance of showing respect for staff members when providing feedback	
7	Explain the importance of confidentiality when providing feedback to staff	
8	Explain how providing staff with feedback helps to motivate them and gain their commitment	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to give cleaning staff feedback on their work							
1	Provide staff with clear, objective feedback as soon as possible after the event, in a suitable environment						
2	Make constructive suggestions to staff about how they can improve their performance						
3	Allow staff the opportunity to respond to feedback and agree next steps						
	Type of evidence ➔						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Confirm completion of this Unit on the Summary of Achievement Form on page.

Unit 302 Contribute to the implementation of systems and best practice in cleaning

Level: 3

Credit value: 2

Recommended guided learning hours: 14

Unit aim

This unit is for cleaning supervisors and is about ensuring that the systems for cleaning are consistent with the organisation's procedures. This unit is also about knowing what cleaning best practice is and helping to establish systems and methods that support this. The unit is also about those areas which involve the learner's statutory obligations, such as health and safety, and other decisions regarding the environment.

Learning outcomes

- Understand how systems and processes for cleaning are implemented
- Understand how to monitor and evaluate cleaning systems and processes
- Be able to implement systems and processes for cleaning and communicate these to staff
- Be able to monitor, evaluate and provide feedback on systems and processes

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 302   Contribute to the implementation of systems and best practice in cleaning

Understand how systems and processes for cleaning are implemented	
You must be able to:	PRN
1	Identify factors which may impact on the implementation of systems and processes for cleaning operations	
2	Describe methods of communicating information to staff regarding systems and processes	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to implement systems and processes for cleaning and communicate these to staff							
1	Describe the factors that should be taken into account when implementing systems and processes for cleaning						
2	Implement systems for the effective performance of cleaning which: • Comply with legal requirements • Comply with best practice • Contribute to improved performance						
3	Advise staff about new systems for cleaning and procedures that need to be implemented						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Understand how to monitor and evaluate cleaning systems and processes	
You must be able to:	PRN
1	Explain the importance of monitoring systems and processes	
2	Explain how to identify sources of best practice in cleaning systems and processes	
3	Describe the methods to evaluate systems and processes	
4	Explain the processes for reporting outcomes of the evaluation process	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to monitor, evaluate and provide feedback on systems and processes							
1	Monitor systems and processes, and identify areas for improvement						
2	Identify sources of best practice in cleaning systems and processes to assist evaluation						
3	Evaluate systems and processes in place and change them as required						
4	Report findings of the evaluation process to the appropriate person						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Unit 303 Support equality, diversity and individual rights in the workplace

Level: 3

Credit value: 4

Recommended guided learning hours: 23

Unit aim

This unit is for supervisors in cleaning. It is about acknowledging the equality and diversity of people and their rights and responsibilities in the workplace. Whilst it is recognised that the learner is not always in a position to change and influence structures directly, they are expected to behave proactively against discrimination.

Learning outcomes

- Understand the terms equality, diversity and discrimination
- Understand the legislation which provides equality in the workplace
- Understand how behaviour can support equality and diversity in the workplace
- Understand the importance of promoting equality and valuing diversity in the workplace

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 303 Support equality, diversity and individual rights in the workplace

Understand the terms equality, diversity and discrimination

	You must be able to:	PRN
1	Define the terms: • Equality • diversity • discrimination	
2	Explain the types of inequality and discrimination that can occur in the workplace	
3	Explain the potential impact of inequality in the workplace	

Understand the legislation which provides equality in the workplace

	You must be able to:	PRN
1	List the areas of equality and diversity legislation relevant to the working environment	
2	Explain own rights, expected behaviour and responsibilities in relation to the legislation	
3	Explain how rights, expected behaviour and responsibilities relate to own job role	

Understand how behaviour can support equality and diversity in the workplace

	You must be able to:	PRN
1	Explain how behaviour can have a positive or negative affect in relation to equality and diversity in the workplace	
2	Describe activities that encourage individuals to be more valued in the workplace	
3	Describe ways in which workplace communication supports equality and diversity	
4	Explain the internal support available to address issue of equality and diversity	
5	Identify how own behaviour and that of others can support equality and diversity in the workplace	

Understand the importance of promoting equality and valuing diversity in the workplace

	You must be able to:	PRN
1	Describe how the promotion of equality and diversity can protect people from the risk of harm	
2	Explain the benefits of promoting equality and diversity in the workplace	
3	Identify workplace procedures which promote equality and diversity	

Unit 304 Develop and implement a risk assessment plan in own area of responsibility

Level: 4

Credit value: 6

Recommended guided learning hours: 20

Unit aim
This unit helps learners promote, monitor and review health and safety in own area of responsibility

Learning outcomes
- Understand the legal requirements and personal responsibilities for health and safety, within an organisation
- Be able to promote the importance of health and safety practices
- Be able to ensure that hazards and risks are identified and managed in own area of responsibility
- Be able to monitor and review health and safety performance and policy in own area of responsibility

Assessment criteria
Please see pages 12 and 13 for Assessment method requirements.

Unit 304 Develop and implement a risk assessment plan in own area of responsibility

Understand the legal requirements and personal responsibilities for health and safety within an organisation	
You must be able to:	PRN
1	State the legal requirements that apply to own role in relation to health and safety	
2	Consult with specialist advisor(s) on health and safety policy and procedures	
3	Explain an organisation's health and safety responsibilities	
4	Describe health and safety responsibilities in own area of responsibility	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to promote the importance of health and safety practices							
1	Communicate an organisation's written health and safety policy to individuals within own are of responsibility						
2	Allocate sufficient resources to deal with health and safety issues in own area of responsibility						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to ensure that hazards and risks are identified and managed in own area of responsibility							
1	Consult with colleagues on health and safety hazards and risks in own area of responsibility						
2	Assess health and safety hazards and risks in own area of responsibility						
3	Identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements						
4	Develop and implement a plan in own area of responsibility						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to monitor and review health and safety performance and policy in own area of responsibility							
1	Establish procedures that monitor health and safety performance in own area of responsibility						
2	Review the health and safety performance of own area of responsibility						
3	Review the health and safety policy in own area of responsibility						
4	Communicate the review findings to relevant individuals						
	Type of evidence ➔						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Unit 305 Monitor and solve customer problems

Level: 3

Credit value: 6

Recommended guided learning hours: 40

Unit aim

This unit is all about solving immediate customer service problems and changing systems to avoid repeated customer service problems

Learning outcomes

- Solve immediate customer service problems
- Identify repeated customer service problems and options for solving them
- Take action to avoid the repetition of customer service problems
- Understand how to monitor and solve customer service problems

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 305   Monitor and solve customer service problems

Performance evidence required	Portfolio Reference Number (PRN)						
Solve immediate customer service problems							
1	Respond positively to customer service problems following organisational guidelines						
2	Solve customer service problems when they have sufficient authority						
3	Work with others to solve customer service problems						
4	Keep customers informed of the actions being taken						
5	Check with customers that they are comfortable with the actions being taken						
6	Solve problems with service systems and procedures that might affect customers before customers become aware of them						
7	Inform managers and colleagues of the steps taken to solve specific problems						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Identify repeated customer service problems and options for solving them							
1	Identify repeated customer service problems						
2	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option						
3	Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Take actions to avoid the repetition of customer service problems							
1	Obtain the approval of somebody with sufficient authority to change organisational guidelines, in order to reduce the chance of a problem being repeated.						
2	Action their agreed solution						
3	Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems						
4	Monitor the changes they have made and adjust them if appropriate						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Understand how to monitor and solve customer service problems

	You must be able to:	PRN
1	Describe organisational procedures and systems for dealing with customer service problems	
2	Describe the organisational procedures and systems for identifying repeated customer service problems	
3	Explain how successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships With service partners or internal customers	
4	Explain how to negotiate with and reassure customers while their problems are being solved	

Unit 277   Give customers a positive impression of yourself and your organisation

Level: 2

Credit value: 5

Recommended guided learning hours: 33

Unit aim

This unit is about communicating with customers, and giving a positive impression when dealing with customers. By doing this, the learner will also be giving a positive impression of their organisation and the customer service it provides.

Learning outcomes

- Establish rapport with the customers
- Respond appropriately to customers
- Communicate information to customers
- Understand how to give customers a positive impression of themselves and the organisation

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 277 Give customers a positive impression of yourself and your organisation

Performance evidence required	Portfolio Reference Number (PRN)						
Establish a rapport with customers							
1	Meet the organisation's standards of appearance and behaviour						
2	Greet their customers respectfully and in a friendly manner						
3	Communicate with their customers in a way that makes them feel valued and respected						
4	Identify and confirm the customers expectations						
5	Treat their customers courteously and helpfully at all times						
6	Keep their customers informed and reassured						
7	Adapt their behaviour to respond to different customer behaviour						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Respond appropriately to customers							
1	Respond promptly to a customer seeking help						
2	Choose the most appropriate way of communicating with their customer						
3	Check with their customer that they have fully understood their expectations						
4	Respond promptly and positively to their customer's questions and comments						
5	Allow their customer time to consider their response and give further explanation when appropriate						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Communicate information to customers							
1	Quickly find information that will help their customers						
2	Give their customer information they need about the services or products offered by their organisation						
3	Recognise information that their customer might find complicated and check whether they fully understand						
4	Explain clearly to their customers any reasons why their expectations cannot be met						
	Type of evidence ➔						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Understand how to give customers a positive impression of themselves and the organisation	
You must be able to:	PRN
1	Describe their organisation's standards for appearance and behaviour	
2	Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately	
3	Identify their organisation's rules and procedures regarding the methods of communication they use	
4	Explain how to recognise when a customer is angry or confused	
5	Identify their organisation's standards for timelines in responding to customer questions and requests for information	

Unit 307 Examine staff turnover issues and recruit staff in a cleaning environment

Level: 3

Credit value: 5

Recommended guided learning hours: 32

Unit aim

This unit is for cleaning supervisors who are involved in the recruitment of staff in their own area of responsibility. The unit includes looking at the reasons for recruiting including relevant staff turnover issues.

Learning outcomes

- Understand how to examine staff turnover in a cleaning environment
- Understand the recruitment and selection process in a cleaning environment
- Be able to examine staff turnover in a cleaning environment
- Be able to follow the recruitment and selection process in a cleaning environment

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 307   Examine staff turnover issues and recruit staff in a cleaning environment

Understand how to examine staff turnover in a cleaning environment		
You must be able to:		PRN
1	Explain how to talk to cleaning staff, who are leaving the organisation, about their reasons for leaving, to identify any staff turnover issues	
2	Describe how to identify ways of addressing staff turnover issues	
3	Describe the organisational procedures for reporting staff turnover issues, which are outside own authority and responsibility	

Understand the recruitment and selection process in a cleaning environment		
You must be able to:		PRN
1	Explain how to review the work required in own area of responsibility to identify any shortfall in: • Cleaning staff numbers • Skills and knowledge of employed cleaning staff	
2	Describe how to prioritise options for addressing shortfalls in cleaning staff numbers	
3	Describe how to prioritise options for addressing shortfalls in skills and knowledge in the existing team	
4	Explain the organisational procedure for producing and updating job descriptions and person specifications when there is a need to recruit cleaning staff	
5	Explain how to ensure that information provided about vacancies is fair, clear and accurate	
6	Explain when to seek specialist expertise in relation to the recruitment of cleaning staff	
7	Explain how the recruitment process is affected by: • Legislation • Cleaning requirements In a cleaning environment	
8	Explain how to judge whether the recruitment process has been successful in relation to recent appointments	
9	Explain how to identify any areas where the recruitment process could be improved	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to examine staff turnover in a cleaning environment							
1	Discuss, with cleaning staff who are leaving the organisation, their reasons for leaving to identify any staff turnover issues						
2	Identify ways of addressing staff turnover issues in own area of responsibility						
3	Report staff turnover issues which are outside own authority and responsibility						
	Type of evidence ➜						

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to follow the recruitment and selection process in a cleaning environment							
1	Review the work required in own area of responsibility to identify any shortfall in • Cleaning staff numbers • Skills and knowledge of employed cleaning staff						
2	Prioritise the options for addressing shortfalls in cleaning staff numbers						
3	Prioritise the options for addressing shortfalls in skills and knowledge in the existing team						
4	Agree for identified vacancies: • Stages in the recruitment process • Methods to be used • Who will be involved in the recruitment process						
5	Seek a specialist expertise in relation to the recruitment of cleaning staff when necessary						
6	Participate in the recruitment process in accordance with agreed plans and organisational procedures						
7	Judge whether the recruitment process has been successful in relation to recent appointments						
8	Identify any areas where the recruitment process could be improved						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Unit 308 Contribute to the control of resources

Level: 3

Credit value: 4

Recommended guided learning hours: 30

Unit aim

This unit is about ensuring that you and staff you are responsible for, use resources effectively and efficiently, without undue waste. It covers obtaining supplies, checking equipment, monitoring the use of resources and keeping records

Learning outcomes

- Be able to contribute to the control of resources
- Understand how to contribute to the control of resources

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 308   Contribute to the control of resources

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to contribute to the control of resources							
1	Compare the resource available to them with the resources they need for their work						
2	Follow the correct procedures to obtain additional resources needed for their work						
3	Deal with any problems in obtaining resources, following agreed procedures and keeping relevant people informed						
4	Check the quality, quantity and suitability of resources before they are needed for use						
5	Make sure that equipment and materials are correctly stored and maintained						
6	Encourage their colleagues to make efficient use of resources and minimise waste						
7	Monitor the use of resources in their area of responsibility						
8	Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements						
9	Keep records about resources up-to-date, accurate and in specified place						
10	Recommend ways of making better use of resources following organisational requirements						
	Type of evidence ➜						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Understand how to contribute to the control of resources		
You must be able to:		PRN
1	Identify the equipment, colleagues and supplies that are used in their area of responsibility	
2	Describe normal consumption levels for the resources in their area of responsibility	
3	Explain how to work out what resources are needed for planned work	
4	Explain how to identify what resources are available for planned work	
5	Explain how to make sure the resources already available are suitable for planned work	
6	Explain how to identify what additional resources are needed for planned work	
7	Identify the approximate costs of the resources used in their area of responsibility	
8	Explain how resource costs affect their organisation's financial targets	
9	Explain the importance of working with agreed spending limits	
10	Describe the procedures to follow when it is necessary to go beyond agreed spending limits	
11	Explain why it is important to follow the correct procedures when it is necessary to go beyond the agreed spending limit	
12	Describe their organisation's policies for ordering resources	
13	Identify who is responsible for ordering resources	
14	Identify their organisation's regular suppliers	

15	Describe the procedures to follow to obtain required resources	
16	Describe the procedures to store the resources in their area of responsibility	
17	Explain how to ensure resources are stored correctly	
18	Describe the appropriate lifting and handling methods and techniques for resources in their area	
19	Describe the health and safety requirements for the resources they are responsible for	
20	Explain the environmental impact of the resources they are responsible for	
21	Describe their organisation's policies for: • Using resources • Controlling waste • Recycling	
22	Explain how to count, check and monitor the use of resources	
23	Explain how to keep waste to a minimum	
24	Explain how to encourage colleagues to make efficient use of resources to benefit their organisation and the environment	
25	Explain how to make recommendations to improve the use of resources to decision makers in their organisation	
26	Identify the records they need to keep on the use of resources	
27	Explain the advantages of using computerised control systems	

Unit 309 Supervise the cleaning of food areas

Level: 3

Credit value: 3

Recommended guided learning hours: 25

Unit aim

This unit is about the supervision of staff who clean food areas, including kitchens, food service areas, food manufacturing premises, food production or food retailing.

Learning outcomes

- Understand the procedures in place to commence the cleaning operation
- Know the protocols of the cleaning operation
- Understand the procedures in place to handle any problems or issues
- Be able to cascade relevant information to staff
- Be able to supervise the undertaking of the cleaning operation
- Be able to manage problems or issues in an effective and professional manner

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 309　　　Supervise the cleaning of food areas

Understand the procedures in place to commence the cleaning operation

	You must be able to:	PRN
1	Describe the location of the cleaning specification within the business' food safety management procedures	
2	Summarise the legislative and environmental procedures for the cleaning and waste disposal in food areas	
3	Interpret the specification in order to cascade to staff	
4	Describe the levels of personal hygiene required and assess that staff maintain this	
5	Summarise the types of health conditions that need to be reported	
6	Explain why health conditions need to be reported and how to do this	
7	Describe the types of personal protective equipment, which are appropriate for cleaning operations within the food area	
8	Explain how to take account of cultural and diversity issues of staff when planning the cleaning operation	

Know the protocols of the cleaning operation

	You must be able to:	PRN
1	Explain how any problems with the food safety management procedures should be reported	
2	Assess the types of cleaning agents which are appropriate for specific cleaning operations	
3	Explain the risks associated with making an incorrect choice of cleaning agent	
4	Explain how to isolate food equipment power supplies	
5	Explain the procedures for the disassembly, cleaning and reassembly of food equipment	
6	Explain the correct procedures for the disposal of waste and slurry	
7	Explain how cleaning equipment should be cleaned and stored	

Understand the procedures in place to handle any problems or issues

	You must be able to:	PRN
1	Summarise the types of problems that may mean the food area cannot be opened for use	
2	Review the types of problems that may be encountered within own area of responsibility	
3	Explain how problems may be resolved	
4	Explain the procedure for providing feedback regarding problems	
5	Explain the actions that should be taken where signs of pest infestation have been identified	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to cascade relevant information to staff							
1	Ensure that staff are aware of the location of the cleaning specification in the business' food safety management procedures						
2	Check that staff have a clear understanding of the cleaning specification						
3	Check that staff understand the types of health conditions which should be reported						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to supervise the undertaking of the cleaning operation							
1	Ensure that staff are using the correct equipment, cleaning agents and personal protective equipment for the specific cleaning operation						
2	Ensure that staff are aware of procedures for the isolation, disassembly, cleaning and reassembly of equipment						
3	Assess the cleaning, which is being undertaken, is in line with the business' food safety management procedures						
4	Ensure that staff dispose of waste and slurry properly						
5	Assess that staff have left the food area in a condition suitable for use and that equipment has been stored correctly						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to manage problems or issues in an effective and professional manner							
1	Respond appropriately to problems that have been reported to staff						
2	Apply organisational procedures where signs of pest infestation have been identified						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Unit 310 Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning

Level: 3

Credit value: 4

Recommended guided learning hours: 26

Unit aim

This unit is about providing guidance and support, including training, to cleaning operatives to enable them to minimise the risk of acquiring and spreading infection. This unit applies to supervising staff in any areas where the risk of infection is an issue.

Learning outcomes

- Understand organisational procedures and working practices for infection control in order to be able to support staff
- Be able to give guidance to staff on policy and legislation regarding infection control
- Be able to provide technical information regarding infection control
- Be able to support staff in their infection control practices
- Be able to support staff to deal with problems relating to infection control

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 310 Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning

	Understand organisational procedures and working practices for infection control in order to be able to support staff	
	You must be able to:	PRN
1	Explain techniques for reviewing local policies on infection control which might affect cleaning activities	
2	Explain the mechanisms in place for induction training and subsequent training for staff	
3	Describe the procedures in place for acquiring personal protective equipment and supplies	
4	Explain how personal protective equipment and supplies enable staff to apply standard infection control and prevention precautions	
5	Describe how to monitor staff practices	
6	Describe actions taken to maintain required standards	
7	Explain own role and responsibilities and that of others in minimising the spread of infection	
8	Describe how to maintain records required by their own area of activity	
9	Explain the procedures for reporting - Accidents - Incidents - Issues outside own job role	
10	Explain the mechanisms in place to ensure actions are taken to tackle problems relating to accidents and incidents	
11	Explain why it is important to have an in-depth knowledge of organisational procedures and working practices	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to give guidance to staff on policy and legislation regarding infection control							
1	The relevant standard infection control precautions, legislation and policies						
2	The health and safety regulations that cover all areas of responsibility						
3	Why it is important to have an in-depth understanding of legislation and policy						
	Type of evidence ➜						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to provide technical information regarding infection control							
1	Describe the chain of infection to staff						
2	Describe to staff what an occupationally acquired infection is and how it can be prevented						
3	Explain to staff the procedures for referring to occupational health for advice						
4	Describe the techniques for hand hygiene to staff						
5	Describe to staff where the facilities for first aid provision can be found						
6	Identify for staff the different types of personal protective equipment and the risk of developing allergies from them						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to support staff in their infection control practices							
1	Perform checks to ensure that staff are provided with adequate supplies of personal protective equipment						
2	Implement monitoring and auditing procedures						
3	Provide feedback to staff on their practices in relation to infection control						
4	Implement personal objectives for staff regarding infection control						
5	Follow organisational procedures for reporting continued poor practice by individual members of staff						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to support staff to deal with problems relating to infection control							
1	Assess infection control problems and initiate prompt remedial action where appropriate						
2	Identify problems that they are unable to remedy and report them to the appropriate person						
3	Review all reported adverse events that could pose an infection risk						
4	Implement actions to tackle problems relating to adverse events						
5	Analyse trends of reported adverse events and identify recurrent problems and initiate actions to deal with them						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Unit 311 Maintain a sustainable environment in cleaning

Level: 3

Credit value: 3

Recommended guided learning hours: 17

Unit aim

This unit is for supervision at work in the cleaning industry. It is about how to take steps to minimise damage to the environment and disturbance to habitants. The unit covers relevant policies and legislative requirements to take account of; health and safety, the environment, regulatory, statutory and operational organisational policies and risk assessments

Learning outcomes

- Understand how approved working practices can minimise the risk to the environment
- Know the legislative requirements and types of environmental damage that may occur
- Be able to ensure that staff carry out cleaning activities in a sustainable manner
- Be able to contribute to review policies and procedures on environmental protection and sustainability

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 311 Maintain a sustainable environment in cleaning

Understand how approved working practices can minimise the risk to the environment		
You must be able to:		PRN
1	The different methods adopted to minimise environmental damage whilst carrying out work activities	
2	The process for identifying the most appropriate materials and equipment for the work activity and their potential impact on the environment	
3	How tools and materials should be used in order to minimise environmental damage	
4	How to minimise the risk to the environment when considering methods of waste disposal	

Know the legislative requirements and types of environmental damage that may occur		
You must be able to:		PRN
1	Summarise the areas of legislation relevant to minimising environmental damage	
2	Explain the types of environmental damage that may occur	
3	Explain the different types of corrective actions that may be taken to reduce environmental damage	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to ensure that staff carry out cleaning activities in a sustainable manner							
1	Ensure that work is carried out so that it minimises pollution and physical disturbance						
2	Ensure that staff use recyclable materials and plant that will minimise pollution and physical disturbance						
3	Ensure that relevant policies and legislation are adhered to when work is carried out						
4	Ensure staff dispose of hazardous and non-hazardous waste safely and in accordance with relevant procedures and policies						
5	Identify physical disturbance and take appropriate action						
	Type of evidence ➔						

O = Observation　　**Q = Question & answer**　　**S = Simulation/RWE**

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to contribute to review policies and procedures on environmental protection and sustainability							
1	Review and revise existing procedures and practices to conform to environmental good practice						
2	Develop plans to contribute to sustainable development with particular reference to the conservation of: • Energy • Water • Resources • Equipment						
3	Determine the impact that cleaning systems and processes can have on the environment						
	Type of evidence ➔						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Unit 312 Set objectives and provide support for team members

Level: 3

Credit value: 5

Recommended guided learning hours: 35

Unit aim
This unit helps learners to set and support individuals and teams to achieve objectives.

Learning outcomes
- Be able to communicate a team's purpose and objectives to the team members
- Be able to develop a plan with team members showing how team objectives will be met
- Be able to support team members identifying opportunities and providing support
- Be able to monitor and evaluate progress and recognise individual and team achievement

Assessment criteria
Please see pages 12 and 13 for Assessment method requirements.

Unit 312 Set objectives and provide support for team members

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to communicate a team's purpose and objectives to the team members							
1	Describe the purpose of a team						
2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time –bound)						
3	Communicate the team's purpose and objectives to its members						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to develop a plan with team members showing how team objectives will be met							
1	Discuss with team members how team objectives will be met						
2	Ensure team members participate in the planning process and think creatively						
3	Develop plans to meet team objectives						
4	Set SMART personal work objectives with team members						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to support team members identifying opportunities and providing support							
1	Identify opportunities and difficulties faced by team members						
2	Discuss identified opportunities and difficulties with team members						
3	Provide advice and support to team members to overcome identified difficulties and challenges						
4	Provide advice and support to team members to make the most of identified opportunities						
	Type of evidence ➜						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to monitor and evaluate progress and recognise individual and team achievement							
1	Monitor and evaluate individual and team activities and progress						
2	Provide recognition when individual and team objectives have been achieved						
	Type of evidence ➔						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Unit 313 Train and develop cleaning staff

Level: 3

Credit value: 4

Recommended guided learning hours: 32

Unit aim
This unit is for cleaning supervisors. It is about training and updating all cleaning staff, for which the supervisor is responsible to the standard required by the organisation. It is also about ensuring staff receive feedback on their progress and achievements. The individual needs and background of staff should be taken into account at all stages in the process.

Learning outcomes
- Understand organisational requirements and responsibilities for training
- Understand how to contribute to the assessment of an individual training and development needs
- Understand how to train staff to quality and performance standards
- Understand how to provide feedback on progress and performance
- Be able to contribute to the assessment of an individual's training needs
- Be able to train staff effectively
- Be able to provide feedback on progress and performance

Assessment criteria
Please see pages 12 and 13 for Assessment method requirements.

Unit 313   Train and develop cleaning staff

Understand organisational requirements and responsibilities for training

	You must be able to:	PRN
1	Define the limits of own responsibility for training cleaning operatives	
2	Describe organisational requirements for training cleaning staff	

Understand how to contribute to the assessment of an individual's training and development needs

	You must be able to:	PRN
1	Explain the level of knowledge and skills required to meet the standards of quality and performance within an area of responsibility	
2	Explain the level of knowledge of health and safety procedures which is required by staff within own area of responsibility	
3	Define the term 'training need'	
4	Explain how to identify training and development needs taking account of previous experience	
5	Clarify who has overall responsibility for staff training within the organisation	
6	Summarise the types of information the person responsible for training requires	

Understand how to train staff to quality and performance standards

	You must be able to:	PRN
1	Explain the benefits of having a structured training programme for staff	
2	Identify the content of training relating to quality and performance standards	
3	Explain ways of putting individual's at ease in preparation for training	
4	Explain how to select the most appropriate way of demonstrating methods and equipment according to: • Staff needs • Tasks • Equipment being demonstrated	
5	Describe the use of questioning techniques when training staff	
6	Summarise potential health and safety risks which may arise during training and methods of minimising them	

Understand how to provide feedback on progress and performance	
You must be able to:	PRN
1	Explain how to give individuals constructive feedback on their progress	
2	Describe ways of encouraging staff to assess their own progress	
3	Explain ways to overcome barriers that individuals may encounter in making progress	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to contribute to the assessment of an individual's training needs							
1	Establish positive working relationships with staff						
2	Identify previous work experience and skills of staff						
3	Assess and report on the level of training required by and individual in line with organisational requirements						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to train staff effectively							
1	Implement a structured training programme to meet an individual's training needs						
2	Ensure information and instructions are given to individuals clearly						
3	Follow best work practices in order to help others to learn effectively						
4	Demonstrate the correct methods for operating cleaning equipment						
5	Record details of training activities which have been undertaken						
6	Assess and record cleaning operatives' progress in line with organisational progress						
	Type of evidence ➔						

O = Observation   Q = Question & answer   S = Simulation/RWE

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to provide feedback on progress and performance							
1	Provide individuals with structured opportunities to assess their own performance						
2	Provide clear and impartial feedback on progress						
3	Identify and agree actions to be taken in order to meet the continuing training needs of staff						
4	Report on individual progress in line with organisational requirements						
5	Make recommendations about how training plans can be adapted to suit the speed of an individual's progress						
	Type of evidence ➜						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Unit 314 Understanding performance management

Level: 3

Credit value: 2

Recommended guided learning hours: 7

Unit aim

To develop knowledge and understanding of managing performance in the workplace.

Learning outcomes

- Understand the value of assessing performance to meet organisational and individual needs
- Know how to manage performance of individuals in the team
- Understand the value of feedback in the workplace
- Know how to manage underperformance in the workplace

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 314　　　　Understanding performance management

Understand the value of assessing performance to meet organisational and individual needs	
You must be able to:	PRN
1	Describe the value of formal and informal performance assessment in the workplace	
2	Explain the role of the first line manager in performance management	

Know how to manage performance of individuals in the team	
You must be able to:	PRN
1	Identify ways to ensure fair and objective formal assessment	
2	Explain how to set SMART objectives for a team member	
3	Explain how to set performance standards for a team member	
4	Explain how to measure performance against agreed standards	

Understand the value of feedback in the workplace	
You must be able to:	PRN
1	Explain the importance of feedback to improve performance	
2	Describe how to give effective feedback	

Know how to manage underperformance in the workplace	
You must be able to:	PRN
1	Identify potential areas of underperformance in the workplace	
2	Identify causes for failure to meet agreed performance levels	
3	Describe actions to restore performance to acceptable levels	

Unit 315 Principles of managing and resolving conflict in the workplace

Level: 3

Credit value: 3

Recommended guided learning hours: 20

Unit aim

To develop knowledge and understanding of managing conflict and supporting individuals as required by a practising or potential first line manager.

Learning outcomes

- Understand how conflicts can arise affecting performance in the workplace
- Understand how to resolve conflict in the workplace
- Understand legal and organisational requirements concerning conflict

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 315 Principles of managing and resolving conflict in the workplace

Understand how conflicts can arise affecting performance in the workplace	
You must be able to:	PRN
1	Describe common causes of conflict in the workplace	
2	Explain techniques for preventing and reducing conflict within a team	
3	Explain the effects of conflict on individual and team performance	

Understand how to resolve conflict in the workplace	
You must be able to:	PRN
1	Describe suitable strategies to help prevent or reduce conflict	
2	Describe how verbal and non-verbal language can play an important role in resolving conflict	
3	Describe how a manager could promote working practices to minimise the effects of conflict	

Understand legal and organisational requirements concerning conflict	
You must be able to:	PRN
1	Describe legal and organisational procedures for dealing with conflict and grievances	
2	Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes	
3	Explain when and who to escalate conflicts to in the organisation	

Understand how to provide feedback on progress and performance	
You must be able to:	PRN
1	Explain how to give individuals constructive feedback on their progress	
2	Describe ways of encouraging staff to assess their own progress	
3	Explain ways to overcome barriers that individuals may encounter in making progress	

Unit 316 Implement quality management systems

Level: 3

Credit value: 2

Recommended guided learning hours: 16

Unit aim

To implement effective quality management systems and take action when required standards of quality are not met.

Learning outcomes

- Understand the importance of quality management systems
- Be able to implement quality management system

Assessment criteria

Please see pages 12 and 13 for Assessment method requirements.

Unit 316   Implement quality management systems

Understand the importance of quality management systems	
You must be able to:	PRN
1 describe the relevant service provision standards	
2 describe the principles of different types of quality management systems	
3 describe methods used to check for quality	

Be able to implement quality management system	
You must be able to:	PRN
1 implement quality management systems in accordance with service agreements and organisational procedures	
2 check service provision and quality against agreed requirements and specified standards	
3 identify work and service provision which fails to meet required standards	
4 promptly implement corrective action and record the results	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to implement quality management system							
1 implement quality management systems in accordance with service agreements and organisational procedures							
2 check service provision and quality against agreed requirements and specified standards							
3 identify work and service provision which fails to meet required standards							
4 promptly implement corrective action and record the results							
Type of evidence ➜							

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Unit 317 Encourage colleague involvement in recycling

Level: 3

Credit value: 3

Recommended guided learning hours: 22

Unit aim
To encourage others of the benefits of recycling.

Learning outcomes
- Understand how to encourage and involve colleagues in recycling
- Be able to promote recycling to colleagues
- Know how to resolve problems which could affect the recycling of materials
- Know regulation, procedures and requirements for recycling

Assessment criteria
Please see pages 12 and 13 for Assessment method requirements.

Unit 317 Encourage colleague involvement in recycling

Understand how to encourage and involve colleagues in recycling

	You must be able to:	PRN
1	Describe the organisations procedures for promoting recycling	
2	Describe the recycling services that exist within the organisation and their respective objectives	
3	Describe the principles of the waste management hierarchy	
4	Explain the roles and responsibilities of colleagues targeted to achieve the organisations recycling objectives	

Be able to promote recycling to colleagues

	You must be able to:	PRN
1	Explain the organisation's recycling objectives and the ways in which colleagues can become involved	
2	Demonstrate to colleagues how to apply the waste management hierarchy to recyclables and other materials	
3	Apply appropriate methods of verbal and non-verbal communication to provide information on recycling to colleagues	

Know how to resolve problems which could affect the recycling of materials

	You must be able to:	PRN
1	Describe how behaviour can prevent problems which could affect the recycling of materials in accordance with own responsibilities and workplace procedures	
2	Explain how day-to-day recycling problems are resolved within own area of responsibility	
3	Explain when to refer matters outside own area of responsibility to an appropriate person	

Know regulation, procedures and requirements for recycling

	You must be able to:	PRN
1	Explain the main responsibilities of the employer and employee under current legislation	
2	Explain correct procedures for handling hazardous materials	
3	Describe personal protective equipment and clothing needed and how they must be used, cleaned and stored	
4	Describe the organisational accident and incident recording and reporting procedures	
5	Explain where to locate sources of information and guidance relating to recycling	

Performance evidence required	Portfolio Reference Number (PRN)						
Be able to promote recycling to colleagues							
1	Explain the organisation's recycling objectives and the ways in which colleagues can become involved						
2	Demonstrate to colleagues how to apply the waste management hierarchy to recyclables and other materials						
3	Apply appropriate methods of verbal and non-verbal communication to provide information on recycling to colleagues						
	Type of evidence ➔						

O = Observation   **Q = Question & answer**   **S = Simulation/RWE**

Appendix 1   Observation report

Level 3 Award/Certificate/Diploma in Cleaning Supervision Skills (7648).

Candidate:	**Assessor:**	**PRN:**

Applicable units

Report	Learning outcome ref.

Questions asked with answers: Learning Outcome ref:

Assessor feedback –

Candidate signature … … … … … … … … … … … … … … … … … …   Date … … … … … … … … … … … … … ….

Assessor …... Date … … … … … … … … … … … … ….

Summary of City & Guilds assessment policies

Health and Safety

All City & Guilds centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the problem to you. You may need to retake your assessment at a later date.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the N/SVQ allows for this. This must be agreed before you start your N/SVQ.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

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