

# Level 3 in Cleaning Supervision Skills

## Qualification Handbook

### Level 3 Award/Certificate/Diploma 7648-03

Award – 500/9337/X

Certificate – 500/9326/5

Diploma – 500/9338/1



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# Level 3 in Cleaning Supervision Skills



## Qualification Handbook

www.cityandguilds.com  
October 2021  
Version 2.4

Qualification title	Number	QAN
Level 3 Award in Cleaning Supervision Skills	7648-03	500/9337/X
Level 3 Certificate in Cleaning Supervision Skills	7648-03	500/9326/5
Level 3 Diploma in Cleaning Supervision Skills	7648-03	500/9338/1

Version and date	Change detail	Section
2.0 Feb 2013	Additional units added (222, 314-317)	<b>Structure &amp; Units</b>
2.1 Aug 2013	Amendments to Units and handbook contents page	<b>Units &amp; Structure</b>
2.2 Dec 15	Amended last registration/certification dates	<b>Introduction</b>
2.3 September 2017	Added TQT details	<b>Introduction and Structure</b>
	Deleted QCF	<b>Throughout</b>
2.4 October 2021	Removed Registration and Certificate End Dates	<b>Section 1</b>
	Updated City & Guilds Address details	<b>Throughout</b>

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# 1 Introduction to the qualifications

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

<b>Qualification title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification accreditation number</b>
Level 3 Award in Cleaning Supervision Skills	34	80	7648-03	500/9337/X
Level 3 Certificate in Cleaning Supervision Skills	164	270	7648-03	500/9326/5
Level 3 Diploma in Cleaning Supervision Skills	227	370	7648-03	500/9338/1

<b>Area</b>	<b>This qualification...</b>
Who is the qualification for?	... meets the needs of candidates who work or want to work as supervisors in the cleaning industry.
Who did we develop the qualification with?	... was developed, for the industry, in association with Asset Skills Sector Skills Council.

## 1.1 Qualification structure

<b>City &amp; Guilds unit ref</b>	<b>Unit accreditation number</b>	<b>Asset Skills unit ref</b>	<b>Unit title</b>	<b>Credit value</b>
<b>222</b>	L/503/9631	FS 01	Working in Facilities Services	3
<b>301</b>	J/600/6363	C3 01	Supervise cleaning staff	4
<b>302</b>	Y/600/6366	C3 02	Contribute to the implementation of systems and best practice in cleaning	2
<b>303</b>	L/600/6414	C3 03	Support equality, diversity and individual rights in the workplace	4
<b>304</b>	L/600/9703	C3 04	Develop and implement a risk assessment plan in own area of responsibility	6
<b>305</b>	J/601/1515	C3 05	Monitor and solve customer service problems	6
<b>277</b>	L/601/0933	C3 06	Give customers a positive impression of yourself and your organisation	5
<b>307</b>	R/601/4871	C3 07	Examine staff turnover issues and recruit staff in a cleaning environment	5
<b>308</b>	H/502/4097	C3 08	Contribute to the control of resources (People 1 <sup>st</sup> )	4
<b>309</b>	H/600/6418	C3 09	Supervise the cleaning of food areas	3
<b>310</b>	K/600/6419	C3 10	Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning	4
<b>311</b>	D/600/6420	C3 11	Maintain a sustainable environment in cleaning	3
<b>312</b>	M/600/9600	C3 12	Set objectives and provide support for team members (MSC)	5
<b>313</b>	H/600/6421	C3 13	Train and develop cleaning staff	4
<b>314</b>	J/503/9353	N/a	Understanding performance management	2

<b>City &amp; Guilds unit ref</b>	<b>Unit accreditation number</b>	<b>Asset Skills unit ref</b>	<b>Unit title</b>	<b>Credit value</b>
<b>315</b>	H/504/6200	CS 03	Principles of managing and resolving conflict in the workplace	3
<b>316</b>	A/504/6199	CS 02	Implement quality management systems	2
<b>317</b>	T/504/6198	CS 01	Encourage colleague involvement in recycling	3

### **Total Qualification Time**

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 3 Award in Cleaning Supervision Skills	34	80
Level 3 Certificate in Cleaning Supervision Skills	164	270
Level 3 Diploma in Cleaning Supervision Skills	227	370

## Rules of Combination

### Level 3 in Cleaning Supervision Skills

	<b>Award 7648-03</b>	<b>Certificate 7648-03</b>	<b>Diploma 7648-03</b>
<b>Minimum number of credits required</b>	8 credits	27 credits	37 credits
<b>Rules of combination</b>	A minimum of 8 credits <b>must</b> come from 301-305, 307-313.	Units 301-304 <b>must</b> be taken (16 credits)  A minimum of 5 credits <b>must</b> come from 277, 305  Plus a minimum of 6 credits <b>must</b> come from 307-313	Units 301-304 <b>must</b> be taken (16 credits)  A minimum of 5 credits <b>must</b> come from 277, 305  Plus a minimum of 16 credits <b>must</b> come from 222, 307-317

### 1.2 Opportunities for progression

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

- Level 3 Award/Certificate/Diploma in Cleaning Supervision Skills (7648-03)
- Level 3 Facilities Management (7724)
- ILM Level 4 Qualifications in Management.



## 2 Centre requirements

This section outlines the resources that centres will need in place, including qualification-specific requirements for centre staff.

### 2.1 Resource requirements

#### Assessors and Internal Quality Assurer

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Assessors and Internal Quality Assurer's should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training
- have a sound in-depth knowledge of, and uphold the integrity of, the National Occupational Standards (NOS), Units of Assessment and the Asset Skills Assessment Principles
- be employed directly or contractually by the same centre as the candidate **or**
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the Assessor/ Internal Quality Assurer has not achieved the relevant award.

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

#### Employer Direct Model

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

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

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

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

## **Continuing professional development (CPD)**

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

## **2.2 Candidate entry requirements**

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

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

### **Age restrictions**

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

### **Other legal considerations**

The following legal considerations apply to these qualifications.

- Some machinery must only be operated by licensed operatives.

## **3 Course design and delivery**

### **3.1 Initial assessment and induction**

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

The initial assessment should identify:

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

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

### **3.2 Recommended delivery strategies**

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

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

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

## 4 Assessment

### 4.1 Summary of assessment methods

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

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

### 4.2 Health and safety

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

### 4.3 Evidence requirements

This guidance has been developed by Asset Skills, the SSC for cleaning qualifications, to provide consistency across awarding organisations and centres.

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

A holistic approach towards the collection of evidence is recommended and evidence should be referenced across all of the units which it fits into. **The evidence provided must demonstrate that competency is consistent and reliable.**

Evidence can be flagged in the portfolio rather than having to appear in full but should be made available in a format that meets the quality assurance requirements of City & Guilds.

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;** should be used only as a last resort where allowed, however, it is unlikely that this will be necessary for this qualification. The main source of evidence must be provided in the learner's workplace. Comparable working environments may only be used where it is not possible to assess across the range of standards at the candidate's workplace, and only with agreement from the External Verifier.

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

The underlying reasons for either simulation or witness testimony are:

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

## **Simulation**

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

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

## **Witness Testimony**

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

## **Acceptable types of evidence**

The following list gives examples of acceptable types of evidence, which may be used to evidence performance for the Level 3 in Cleaning Supervision Skills:

- 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 PDRs and training records
- Risk assessments
- Contract compliance documentation
- Work schedules and rotas
- Notes / minutes of meetings (formal and informal)
- Resource requirement 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

**Evidence does not have to be provided for each type allowed.**

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

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

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

#### **4.5 Recording forms**

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

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

## 5 Units

### Availability of units

The units for these qualifications follow.

### Structure of units

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

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

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

## Unit 222

## Working in facilities services

**Level:** 2

**Credit value:** 3

### 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

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

1. Know about the nature and range of services offered in the facilities sector
2. Know about employment in the facilities services sector
3. Understand the contribution facilities services make to organisations.

### Guided learning hours

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

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

This unit is endorsed by Asset Skills SSC (FS 01)

### Assessment

This unit will be assessed by:

- a portfolio of evidence



## **Unit 222            Working in facilities services**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Know about the nature and range of services offered in the facilities sector**

The learner can:

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

#### **Outcome 2 Know about employment in the Facilities Services sector**

The learner can:

1. describe typical job roles within the Facilities Services sector
2. Identify career progression routes in the Facilities Services sector

#### **Outcome 3 Understand the contribution Facilities Services make to organisations**

The learner can:

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

**Level:** 3

**Credit value:** 4

### Unit aim

This unit is about being responsible for the work of a team. The team, in this case, could be two or more people that the learner supervises either permanently or on a temporary basis.

### Learning outcomes

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

1. understand how to plan the work of cleaning staff
2. understand how to monitor the work of cleaning staff
3. understand how to give cleaning staff feedback on their work
4. be able to plan the work of cleaning staff
5. be able to monitor the work of cleaning staff
6. be able to give cleaning staff feedback on their work.

### Guided learning hours

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

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

This unit is endorsed by Asset Skills SSC (C3 01)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

# **Unit 301                  Supervise cleaning staff**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Understand how to plan the work of cleaning staff**

The learner can:

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.

### **Outcome 2 Understand how to monitor the work of cleaning staff**

The learner can:

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.

### **Outcome 3 Understand how to give cleaning staff feedback on their work**

The learner can:

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.

#### **Outcome 4 Be able to plan the work of cleaning staff**

The learner can:

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.

#### **Outcome 5 Be able to monitor the work of cleaning staff**

The learner can:

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 the limits of own responsibility.

#### **Outcome 6 Be able to give cleaning staff feedback on their work**

The learner can:

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.

## Unit 302

# Contribute to the implementation of systems and best practice in cleaning

**Level:** 3

**Credit value:** 2

### 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

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

1. understand how systems and processes for cleaning are implemented
2. understand how to monitor and evaluate cleaning systems and processes
3. be able to implement systems and processes for cleaning and communicate these to staff
4. be able to monitor, evaluate and provide feedback on systems and processes.

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is endorsed by Asset Skills SSC (C3 02)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

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

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how systems and processes for cleaning are implemented**

The learner can:

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.

#### **Outcome 2 Understand how to monitor and evaluate cleaning systems and processes**

The learner can:

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 process for reporting outcomes of the evaluation process.

#### **Outcome 3 Be able to implement systems and processes for cleaning and communicate these to staff**

The learner can:

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.

#### **Outcome 4 Be able to monitor, evaluate and provide feedback on systems and processes**

The learner can:

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.

## Unit 303

# Support equality, diversity and individual rights in the workplace

**Level:** 3

**Credit value:** 4

### 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

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

1. understand the terms equality, diversity and discrimination
2. understand the legislation which provides equality in the workplace
3. understand how behaviour can support equality and diversity in the workplace
4. understand the importance of promoting equality and valuing diversity in the workplace.

### Guided learning hours

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

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

This unit is endorsed by Asset Skills SSC (C3 03)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

## Unit 303

# Support equality, diversity and individual rights in the workplace

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Understand the terms equality, diversity and discrimination**

The learner can:

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.

### **Outcome 2 Understand the legislation which provides equality in the workplace**

The learner can:

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.

### **Outcome 3 Understand how behaviour can support equality and diversity in the workplace**

The learner can:

1. explain how own 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 issues of equality and diversity
5. identify how own behaviour and that of others can support equality and diversity in the workplace.

### **Outcome 4 Understand the importance of promoting equality and valuing diversity in the workplace**

The learner can:

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

### Unit aim

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

### Learning outcomes

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

1. understand the legal requirements and personal responsibilities for health and safety within an organisation
2. be able to promote the importance of health and safety practices
3. be able to ensure that hazards and risks are identified and managed in own area of responsibility
4. be able to monitor and review health and safety performance and policy in own area of responsibility.

### Guided learning hours

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

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

This unit is endorsed by Management Standards Centre (E.6a)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

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

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand the legal requirements and personal responsibilities for health and safety within an organisation**

The learner can:

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.

#### **Outcome 2 Be able to promote the importance of health and safety practices**

The learner can:

1. communicate an organisation's written health and safety policy to individuals within own area of responsibility
2. allocate sufficient resources to deal with health and safety issues in own area of responsibility.

#### **Outcome 3 Be able to ensure that hazards and risks are identified and managed in own area of responsibility**

The learner can:

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.

#### **Outcome 4 Be able to monitor and review health and safety performance and policy in own area of responsibility**

The learner can:

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.

**Level:** 3

**Credit value:** 6

### Unit aim

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

### Learning outcomes

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

1. solve immediate customer service problems
2. identify repeated customer service problems and options for solving them
3. take action to avoid the repetition of customer service problems
4. understand how to monitor and solve customer service problems.

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is endorsed by Institute of Customer Service (C3 05)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

## **Unit 305            Monitor and solve customer service problems**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Solve immediate customer service problems**

The learner can:

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.

#### **Outcome 2 Identify repeated customer service problems and options for solving them**

The learner can:

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.

#### **Outcome 3 Take action to avoid the repetition of customer service problems**

The learner can:

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.

#### **Outcome 4 Understand how to monitor and solve customer service problems**

The learner can:

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 the 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

### 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

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

1. establish rapport with customers
2. respond appropriately to customers
3. communicate information to customers
4. understand how to give customers a positive impression of themselves and the organisation.

### Guided learning hours

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

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

This unit is endorsed by Institute of Customer Service (C3 06)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

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

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Establish a rapport with customers**

The learner can:

1. meet their organisation's standards of appearance and behaviour
2. greet their customer respectfully and in a friendly manner
3. communicate with their customer in a way that makes them feel valued and respected
4. identify and confirm the customer's expectations
5. treat their customer courteously and helpfully at all times
6. keep their customer informed and reassured
7. adapt their behaviour to respond to different customer behaviour.

#### **Outcome 2 Respond appropriately to customers**

The learner can:

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.

#### **Outcome 3 Communicate information to customers**

The learner can:

1. quickly find information that will help their customer
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.

#### **Outcome 4 Understand how to give customers a positive impression of themselves and the organisation**

The learner can:

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 timeliness 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

### 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

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

1. understand how to examine staff turnover in a cleaning environment
2. understand the recruitment and selection process in a cleaning environment
3. be able to examine staff turnover in a cleaning environment
4. be able to follow the recruitment and selection process in a cleaning environment.

### Guided learning hours

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

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

This unit is endorsed by Asset Skills SSC (C3 07)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

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

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to examine staff turnover in a cleaning environment**

The learner can:

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.

#### **Outcome 2 Understand the recruitment and selection process in a cleaning environment**

The learner can:

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.

#### **Outcome 3 Be able to examine staff turnover in a cleaning environment**

The learner can:

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.

#### **Outcome 4 Be able to follow the recruitment and selection process in a cleaning environment**

The learner can:

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 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.

## Unit 308

## Contribute to the control of resources

**Level:** 3

**Credit value:** 4

### 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

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

1. be able to contribute to the control of resources
2. understand how to contribute to the control of resources.

### Guided learning hours

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

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

This unit is endorsed by People 1<sup>st</sup> SSC

### Assessment

This unit will be assessed by:

- a portfolio of evidence

## **Unit 308                      Contribute to the control of resources**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 be able to contribute to the control of resources**

The learner can:

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 the specified place
10. recommend ways of making better use of resources following organisational requirements.

#### **Outcome 2 understand how to contribute to the control of resources.**

The learner can:

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 within 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 stock control systems.

## Unit 309 Supervise the cleaning of food areas

**Level:** 3

**Credit value:** 3

### 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

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

1. understand the procedures in place to commence the cleaning operation
2. know the protocols of the cleaning operation
3. understand the procedures in place to handle any problems or issues
4. be able to cascade relevant information to staff
5. be able to supervise the undertaking of the cleaning operation
6. be able to manage problems or issues in an effective and professional manner.

### Guided learning hours

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

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

This unit is endorsed by Asset Skills SSC (C3 09)

### Assessment

This unit will be assessed by:

- a portfolio of evidence

## **Unit 309 Supervise the cleaning of food areas**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand the procedures in place to commence the cleaning operation**

The learner can:

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.

#### **Outcome 2 Know the protocols of the cleaning operation**

The learner can:

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.

#### **Outcome 3 Understand the procedures in place to handle any problems or issues**

The learner can:

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 actions that should be taken where signs of pest infestation have been identified.

#### **Outcome 4 Be able to cascade relevant information to staff**

The learner can:

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.

#### **Outcome 5 Be able to supervise the undertaking of the cleaning operation**

The learner can:

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.

#### **Outcome 6 Be able to manage problems or issues in an effective and professional manner**

The learner can:

1. respond appropriately to problems that have been reported by staff
2. apply organisational procedures where signs of pest infestation have been identified.

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

**Level:** 3

**Credit value:** 4

### **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**

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

1. understand organisational procedures and working practices for infection control in order to be able to support staff
2. be able to give guidance to staff on policy and legislation regarding infection control
3. be able to provide technical information regarding infection control
4. be able to support staff in their infection control practices
5. be able to support staff to deal with problems relating to infection control.

### **Guided learning hours**

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

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

This unit is endorsed by Asset Skills SSC (C3 10)

### **Assessment**

This unit will be assessed by:

- a portfolio of evidence

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

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand organisational procedures and working practices for infection control in order to be able to support staff**

The learner can:

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 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.

#### **Outcome 2 Be able to give guidance to staff on policy and legislation regarding infection control**

The learner can explain to staff:

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.

#### **Outcome 3 Be able to provide technical information regarding infection control**

The learner can:

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.



## **Outcome 4 Be able to support staff in their infection control practices**

The learner can:

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.

## **Outcome 5 Be able to support staff to deal with problems relating to infection control**

The learner can:

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.

## Unit 311      Maintain a sustainable environment in cleaning

**Level:**                3

**Credit value:**     3

### **Unit aim**

This unit is for supervisors 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**

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

1. understand how approved working practices can minimise the risk to the environment
2. know the legislative requirements and types of environmental damage that may occur
3. be able to ensure that staff carry out cleaning activities in a sustainable manner
4. be able to contribute to review policies and procedures on environmental protection and sustainability.

### **Guided learning hours**

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

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

This unit is endorsed by Asset Skills (C3 11)

### **Assessment**

This unit will be assessed by:

- a portfolio of evidence

# **Unit 311            Maintain a sustainable environment in cleaning**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Understand how approved working practices can minimise the risk to the environment**

The learner can explain:

1. the different methods adopted in order 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.

### **Outcome 2 Know the legislative requirements and types of environmental damage that may occur**

The learner can:

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.

### **Outcome 3 Be able to ensure that staff carry out cleaning activities in a sustainable manner**

The learner can:

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.

### **Outcome 4 Be able to contribute to review policies and procedures on environmental protection and sustainability**

The learner can:

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.

## Unit 312      **Set objectives and provide support for team members**

**Level:**                **3**

**Credit value:**      **5**

### **Unit aim**

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

### **Learning outcomes**

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

1. be able to communicate a team's purpose and objectives to the team members
2. be able to develop a plan with team members showing how team objectives will be met
3. be able to support team members identifying opportunities and providing support
4. be able to monitor and evaluate progress and recognise individual and team achievement.

### **Guided learning hours**

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

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

This unit is endorsed by Management Standards Centre (B5)

### **Assessment**

This unit will be assessed by:

- a portfolio of evidence

## **Unit 312            Set objectives and provide support for team members**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Be able to communicate a team's purpose and objectives to the team members**

The learner can:

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.

#### **Outcome 2 Be able to develop a plan with team members showing how team objectives will be met**

The learner can:

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.

#### **Outcome 3 Be able to support team members identifying opportunities and providing support**

The learner can:

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.

#### **Outcome 4 Be able to monitor and evaluate progress and recognise individual and team achievement**

The learner can:

1. monitor and evaluate individual and team activities and progress
2. provide recognition when individual and team objectives have been achieved.

## Unit 313      Train and develop cleaning staff

**Level:**            3

**Credit value:**    4

### **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**

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

1. understand organisational requirements and responsibilities for training
2. understand how to contribute to the assessment of an individual's training and development needs
3. understand how to train staff to quality and performance standards
4. understand how to provide feedback on progress and performance
5. be able to contribute to the assessment of an individual's training needs
6. be able to train staff effectively
7. be able to provide feedback on progress and performance

### **Guided learning hours**

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

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

This unit is endorsed by Asset Skills SSC (C3 13)

### **Assessment**

This unit will be assessed by:

- a portfolio of evidence

## **Unit 313            Train and develop cleaning staff**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand organisational requirements and responsibilities for training**

The learner can:

1. define the limits of own responsibility for training cleaning operatives
2. describe organisational requirements for training cleaning staff.

#### **Outcome 2 Understand how to contribute to the assessment of an individual's training and development needs**

The learner can:

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.

#### **Outcome 3 Understand how to train staff to quality and performance standards**

The learner can:

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 individuals 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

#### **Outcome 4 Understand how to provide feedback on progress and performance**

The learner can:

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.

## **Outcome 5 Be able to contribute to the assessment of an individual's training needs**

The learner can:

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 an individual in line with organisational requirements.

## **Outcome 6 Be able to train staff effectively**

The learner can:

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 working 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 requirements.

## **Outcome 7 Be able to provide feedback on progress and performance**

The learner can:

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.



## Unit 314      Understanding performance management

**Level:**                3

**Credit value:**     2

### **Unit aim**

To develop knowledge and understanding of managing performance in the workplace

### **Learning outcomes**

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

1. understand the value of assessing performance to meet organisational and individual needs
2. know how to manage performance of individuals in the team
3. understand the value of feedback in the workplace
4. know how to manage underperformance in the workplace

### **Guided learning hours**

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is endorsed by Institute of Leadership & Management (ILM)

### **Assessment**

This unit will be assessed by:

- A portfolio of evidence

## **Unit 314            Understanding performance management**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand the value of assessing performance to meet organisational and individual needs**

The learner can:

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

#### **Outcome 2 Know how to manage performance of individuals in the team**

The learner can:

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

#### **Outcome 3 Understand the value of feedback in the workplace**

The learner can:

1. explain the importance of feedback to improve performance
2. describe how to give effective feedback

#### **Outcome 4 Know how to manage underperformance in the workplace**

The learner can:

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

## 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

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

1. understand how conflicts can arise affecting performance in the workplace
2. understand how to resolve conflict in the workplace
3. understand legal and organisational requirements concerning conflict

## Guided learning hours

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

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

This unit is endorsed by Asset Skills SSC (CS03)

## Assessment

This unit will be assessed by:

- A portfolio of evidence

# **Unit 315 Principles of managing and resolving conflict in the workplace**

## Learning Outcomes and Assessment Criteria

### **Outcome 1 Understand how conflicts can arise affecting performance in the workplace**

The learner can:

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

### **Outcome 2 Understand how to resolve conflict in the workplace**

The learner can:

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

### **Outcome 3 Understand legal and organisational requirements concerning conflict**

The learner can:

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

## Unit 316      Implement quality management systems

**Level:**                3

**Credit value:**     2

### **Unit aim**

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

### **Learning outcomes**

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

1. understand the importance of quality management systems
2. be able to implement quality management system

### **Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is endorsed by Asset Skills SSC (CS02)

### **Assessment**

This unit will be assessed by:

- A portfolio of evidence

## **Unit 316            Implement quality management systems**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand the importance of quality management systems**

The learner can:

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

#### **Outcome 2 Be able to implement quality management system**

The learner can:

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

## Unit 317      Encourage colleague involvement in recycling

**Level:**                3

**Credit value:**     3

### **Unit aim**

To encourage others of the benefits of recycling

### **Learning outcomes**

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

1. understand how to encourage and involve colleagues in recycling
2. be able to promote recycling to colleagues
3. know how to resolve problems which could affect the recycling of materials
4. know regulation, procedures and requirements for recycling

### **Guided learning hours**

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

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

This unit is endorsed by Asset Skills SSC (CS01)

### **Assessment**

This unit will be assessed by:

- A portfolio of evidence

## **Unit 317      Encourage colleague involvement in recycling**

### Learning Outcomes and Assessment Criteria

#### **Outcome 1 Understand how to encourage and involve colleagues in recycling**

The learner can:

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

#### **Outcome 2 Be able to promote recycling to colleagues**

The learner can:

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

#### **Outcome 3 Know how to resolve problems which could affect the recycling of materials**

The learner can:

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

#### **Outcome 4 Know regulation, procedures and requirements for recycling**

The learner can:

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



## Appendix 1 Sources of general information

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

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

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

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

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

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

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

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

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

City & Guilds  
**Skills for a brighter future**



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

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

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

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**Published by City & Guilds**  
**5-6 Giltspur Street**  
**London**  
**UK**  
**EC1A 9DE**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

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