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Qualification Specification

Highfield Level 2 Certificate in Cleaning Principles (RQF)

Qualification Number: 600/3901/2

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Highfield Level 2 Certificate in Cleaning Principles (RQF)

Introduction

This qualification specification is designed to outline all you need to know in order to offer this qualification at your centre. If you have any further questions, please contact your Highfield Qualifications account manager.

Qualification details

The Highfield Level 2 Certificate in Cleaning Principles (RQF) has been developed and is awarded by Highfield Qualifications Ltd and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

Key facts

Qualification Number:	600/3901/2
Learning Aim Reference:	60039012
Credit Value:	13
Assessment Method:	Portfolio of evidence
Guided Learning Hours (GLH):	110
Total Qualification Time (TQT):	130

Qualification overview and objective

This qualification is designed for those learners wishing to pursue a career in the cleaning industry. It provides learners with the opportunity to develop and practice the skills required for employment within the cleaning sector. Therefore, the objective of this qualification is to prepare learners for employment, or to support a role within the workplace.

It covers dealing with routine and non-routine waste, Health & Safety for the Cleaning and Support Services industry, working with customers and others in the Cleaning & Support Services industry and cleaning in different areas of work.

The qualification sits within the Intermediate Apprenticeship in Cleaning and Environmental Support Services and aims to provide learners with underpinning knowledge in generic and specialist cleaning areas.

Entry requirements

This qualification is approved for delivery to learners aged 16+.

Geographical coverage

The qualification is suitable for learners in England, Wales and Northern Ireland.

Centre requirements

To effectively deliver and assess this qualification, centres must have the following resources in place:

- access to realistic working environments to ensure that any practical assessment criteria can be fully met.
- (if centres provide underpinning knowledge lessons) a suitable venue with sufficient seating and desks

Guidance on delivery

The total qualification time for this qualification is 130 hours, and of this 110 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming Guided Learning Hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

Portfolios of evidence will be internally assessed and quality assured by the centre. Highfield Qualifications will also conduct External Quality Assurance and moderation of portfolios. Highfield Qualifications have produced a learner pack which contains evidence tracking documents, and this is available in the download area of the Highfield Qualifications website. This qualification is graded as Pass/Fail.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

Tutor requirements

If centres provide underpinning knowledge lessons, Highfield Qualifications recommends nominated tutors for this qualification meet the following:

- hold (or be working towards) a recognised teaching qualification
- have verifiable, relevant, current industry experience and knowledge of the occupational working area at, or above the level being taught
- maintain appropriate continued professional development for the subject area

Assessor requirements

Highfield Qualifications recommends assessors for this qualification to meet the following:

- hold (or be working towards) a recognised assessing qualification
- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being taught
- maintain appropriate continued professional development for the subject area

Please note: the role of the tutor and assessor for the delivery of this qualification can be undertaken by the same person.

Internal quality assurance (IQA) requirements

Highfield Qualifications recommends internal quality assurers for this qualification to meet the following:

- hold (or be working towards) a recognised internal quality assurance qualification
 - have verifiable, relevant experience and current knowledge of the occupational working area at or above the level being verified
 - maintain appropriate continued professional development for the subject area
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Counter-signing strategy

Whilst it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel that are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please see the Highfield Qualifications Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- Valid passport (any nationality);
- Signed UK photo card driving licence;
- Valid warrant card issued by HM Forces, Police; or
- Other photographic ID card, e.g. employee ID card, student ID card, travel card.

In the event that a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identity containing a signature, for example a credit card. Verification provided by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to the Highfield Qualifications Core Manual.

Progression

Upon successful completion, learners may wish to continue their development via the completion of any of the following signposted qualifications/training:

- Intermediate apprenticeship in Cleaning and Environmental Support Services
 - Advanced apprenticeship in Cleaning and Environmental Support Services
 - Highfield Level 2 Certificate in Cleaning and Support Services Skills
 - Level 3 Diploma in Cleaning Supervision Skills
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Useful websites

www.highfieldabc.com
www.highfield.co.uk

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website: www.gov.uk/government/organisations/national-counterterrorism-security-office

As an apprentice you should access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool is essential in supporting your understanding of your role in recognising and preventing terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldlearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

Appendix 1: Rules of Combination

In order to achieve the **Highfield Level 2 Certificate in Cleaning Principles (RQF)** learners must achieve a minimum of **13 credits** overall. In order to complete this, learners must achieve the following rules of combination:

- **All units** in the mandatory group totaling **10 credits**;
- A **minimum of 3 credits** from Optional Group A.

Mandatory Group

Learners must achieve **all units** in this group

Unit reference	Unit Title	Level	Credit
R/502/2250	Dealing with routine and non-routine waste	2	4
Y/502/2251	Health and safety for the Cleaning and Support Services industry	2	4
D/502/2252	Working with customers and others in the Cleaning and Support Services industry	2	2

Optional Group A

Learners must achieve a minimum of **3 credits** from this group

Unit reference	Unit Title	Level	Credit
K/502/2268	Cleaning and maintenance of external surfaces and areas	2	3
T/502/2273	Cleaning of confined spaces	2	3
L/502/2277	Cleaning of food areas	2	4
L/502/2280	Cleaning of glazed surfaces and façades	2	3
H/502/2284	Cleaning of high-risk areas within controlled environments	2	4
K/502/2285	Cleaning of interiors and washrooms	2	3
M/502/2286	Cleaning of specialist electronic equipment	2	3
T/502/2287	Deep cleaning of internal equipment surfaces and areas	2	4
A/502/2288	Maintenance and minor repairs of property	2	3
F/502/2289	Manual street cleaning	2	3
T/502/2290	Mechanical street cleaning	2	4
J/502/2293	Periodic cleaning of hard and semi hard floors	2	3
L/502/2294	Periodic cleaning of soft floors and furnishings	2	3
R/502/2295	Working safely at heights in the Cleaning and Support Services industry	2	4
Y/502/2296	Cleaning with water fed pole systems	2	3
F/502/3071	Internal cleaning of passenger transport	2	3

Appendix 2: Qualification content

Unit 1: Dealing with routine and non-routine waste

Unit number: R/502/2250

Credit: 4

GLH: 35

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand procedures for handling routine and non-routine waste	1.1 Describe different types of waste, including: <ul style="list-style-type: none"> • routine • non-routine • hazardous • non-hazardous • clinical
	1.2 Explain the importance of following a regular process for clearing waste
	1.3 Explain the importance of maintaining personal hygiene when handling waste
	1.4 List types of waste which can be recycled
	1.5 Explain the importance of recycling
	1.6 Describe procedures for handling and disposing of hazardous and non-hazardous waste
	1.7 Describe the actions to take when dealing with a risk of infection
	1.8 Explain the importance of using personal protective equipment (PPE) when handling waste
	1.9 Describe how to prepare self and work areas prior to handling routine and non-routine waste
	1.10 Explain the importance of correct segregation of waste
	1.11 Describe how to deal with incorrectly segregated waste
	1.12 Explain the importance of marking, labelling and recording non-routine waste

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	1.13 Describe the correct procedures for disposing of sharps
	1.14 Explain the importance of reporting waste which looks suspicious
2. Understand how to handle and transfer routine and non-routine waste	2.1 Describe safe methods for transferring waste
	2.2 Describe different types of waste container
	2.3 Explain the importance of having suitable locations for holding areas and collection bins
	2.4 Explain the importance of keeping holding areas clean
	2.5 Describe the implications of broken or damaged waste containers
	2.6 Describe procedures for dealing with broken or damaged waste containers
	2.7 State when waste containers should be double bagged
	2.8 Describe the principles of dealing with routine and non-routine waste spillages

Amplification on delivery
<p>This section amplifies what areas must be covered as a minimum in delivery. Each of the bullet points below expands upon the assessment criteria defined in the above unit.</p> <p>LO1 Understand procedures for handling routine and non-routine waste</p> <ul style="list-style-type: none"> • Describe different types of waste, including: <ul style="list-style-type: none"> ○ routine ○ non-routine ○ hazardous ○ non-hazardous ○ clinical • Explain the importance of following a regular process for clearing waste: <ul style="list-style-type: none"> ○ to follow company regulations and government legislation ○ to avoid: <ul style="list-style-type: none"> ▪ unpleasant buildup of waste and odours ▪ pest infestation ▪ accidents or near misses ▪ infection

- cross contamination
 - to maintain health and safety and minimize health hazards
- Explain the importance of maintaining personal hygiene when handling waste:
 - to look professional
 - to avoid:
 - cross contamination
 - the spread of infection
 - to prevent illness
 - to maintain health and safety
- List types of waste which can be recycled:
 - plastic, glass, metal, wood, plants, leaves, food, paper, cardboard
- Explain the importance of recycling:
 - to reduce pollution and emissions and to protect the environment
 - to meet company procedures and specific regulations
 - to save money and energy
- Describe procedures for handling and disposing of hazardous and non-hazardous waste:
 - correctly follow company procedures and government regulations and legislation
 - use appropriate personal protective equipment (PPE) and relevant equipment
 - use correct marking, labelling and recording
 - following company colour-coding procedures
 - follow company procedures for collection and disposal of waste
 - follow company procedures for appropriately calling in specialist support
 - maintain company security requirements at all times
 - follow safe handling and lifting techniques
- Describe the actions to take when dealing with a risk of infection:
 - follow company procedures for reporting risk of infection
 - isolate the area
 - use appropriate personal protective equipment (PPE)
 - dispose of infected waste
- Explain the importance of using personal protective equipment (PPE) when handling waste:
 - to comply with company procedures and relevant regulations and legislation
 - to reduce risks and avoid hazards
 - to prevent accidents
- Describe how to prepare self and work areas prior to handling routine and non-routine waste:
 - follow company procedures and relevant regulations and legislation
 - wear appropriate personal protective equipment (PPE) and remove inappropriate jewellery
 - assess the area for risk and hazards

- remove obstacles
- Explain the importance of correct segregation of waste:
 - follow company procedures and relevant regulations and legislation
 - to prevent cross-contamination, infection, accidents and injury
 - ensure appropriate storage and disposal of waste
- Describe how to deal with incorrectly segregated waste:
 - follow company procedures and relevant regulations and legislation
 - report to the appropriate person
 - deal with the waste within the limits of authority
 - follow safe working practices
- Explain the importance of marking, labelling and recording non-routine waste:
 - to follow company procedures and relevant regulations and legislation
 - to ensure correct segregation of different types of waste
 - to ensure correct disposal of waste (recycling, security of confidential waste)
 - to prevent cross-contamination, infection, accidents and injury
 - to allow auditing of waste
 - to allow tracking of waste to ensure it is disposed of correctly
- Describe correct procedures for disposing of sharps:
 - follow company procedures and relevant regulations and legislation for sharps
 - use of appropriate equipment and personal protective equipment (PPE)
 - correct methods of collection
 - correct labelling and storage
- Explain the importance of reporting waste which looks suspicious:
 - to follow company procedures and relevant regulations and legislation
 - to prevent cross-contamination, infection, security risk accidents and injuries
 - to maintain health and safety
 - to ensure appropriate measures are taken

LO2 Understand how to handle and transfer routine and non-routine waste

- Describe safe methods for transferring waste:
 - follow company procedures and relevant regulations and legislation
 - use of appropriate equipment and personal protective equipment (PPE)
 - follow manufacturers' instructions
 - use appropriate containers
 - follow safe handling and lifting techniques
 - use correct marking, labelling and recording
 - record for tracking/auditing procedures
- Describe different types of waste container:
 - indoor containers, outdoor containers, bags, bins/containers for specific waste, colour coded containers, wheeled containers

- Explain the importance of having suitable locations for holding areas and collection bins:
 - to follow company procedures and relevant regulations and legislation
 - to provide a positive image of the company
 - to prevent cross-contamination, infection, theft, security risks, accidents and injuries
 - to prevent unpleasant build-up of waste
 - for ease of collection and to support recycling

- Explain the importance of keeping holding areas clean:
 - to follow company procedures and relevant regulations and legislation
 - to prevent cross-contamination, infection, disease, pest infestation, accidents, injuries and unpleasant odours
 - for ease of collection and to support recycling

- Describe the implications of broken or damaged waste containers:
 - liability, health risks, cross-contamination, security risks, infection, disease, pest infestation, unpleasant appearance and odours, accidents and injuries

- Describe procedures for dealing with broken or damaged waste containers:
 - follow company procedures and relevant regulations and legislation
 - report the incident to the appropriate person
 - deal with the incident within the limits of authority
 - use appropriate personal protective equipment (PPE)
 - use appropriate equipment to transfer the waste
 - follow safe working practices

- State when waste containers should be double-bagged:
 - when heavy, contains infectious or contaminated items, soiled, leaked or has a potential leak, has an unpleasant odour and/or contains broken glass

- Describe the principles of dealing with routine and non-routine waste spillages:
 - identify the spillage
 - follow company procedures and relevant regulations and legislation for the type of spillage
 - secure the area and use appropriate signage
 - report to the appropriate person
 - deal with the spillage within the limits of authority
 - use appropriate personal protective equipment (PPE)
 - use correct method for the disposal of the spillage materials

Unit 2: Health and safety for the Cleaning and Support Services industry

Unit number: Y/502/2251

Credit: 4
 GLH: 35
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the health and safety legislation which applies to the Cleaning and Support Services industry	1.1 Describe the health and safety legislation and regulations which apply to the cleaning and support services industry
	1.2 Describe employees' responsibilities
	1.3 Describe employers' responsibilities
	1.4 Explain the appropriate codes of behaviour in relation to health and safety
2. Understand how to work in a safe manner	2.1 State job roles within organisations responsible for health and safety
	2.2 Explain the importance of using equipment, materials and chemicals correctly
	2.3 Explain the importance of using personal protective equipment (PPE) correctly
	2.4 Describe types of security requirements when working on customer sites
	2.5 Describe techniques for safe lifting and handling
	2.6 Explain the need for colour coding systems
	2.7 Describe the recommended procedures in the event of a fire
	2.8 Describe the recommended procedures in the event of an accident
3. Understand how to control risks in the workplace	3.1 Explain the importance of personal hygiene in the workplace
	3.2 Outline the required personal hygiene standards
	3.3 Define the terms 'risk', 'hazard' and 'risk assessment'

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Identify the types of hazards which might occur in the workplace
	3.5 Describe health and safety procedures relating to controlling risks
	3.6 Describe the procedures for reporting hazards
	3.7 Explain the importance of following manufacturers' instructions
	3.8 Explain the importance of clear communication in relation to risk assessment
	3.9 Explain the importance of risk control measures

Amplification on delivery

This section amplifies what areas must be covered as a minimum in delivery. Each of the bullet points below expands upon the assessment criteria defined in the above unit.

LO1 Understand the health & safety legislation which applies to the cleaning & support services industry

- Describe the health & safety legislation and regulations which apply to the cleaning and support services industry:
 - Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH), Reporting of Injuries, Disease and Dangerous Occurrence Regulations (RIDDOR), Portable Appliance Testing (PAT), Hazardous Waste Legislation, Personal Protective Equipment (PPE), Manual Handling Operations Regulations, Work at Height Regulations, Food Hygiene Regulations
- Describe employees' responsibilities:
 - use personal protective equipment (PPE)
 - use safe working practices
 - follow relevant health and safety regulations and legislation
 - identify and report actual and potential incidents
 - use, maintain and store equipment, machinery and materials correctly and report any faults
 - report anything that could hinder the employee's ability to carry out their work
- Describe employers' responsibilities:
 - provide a safe and healthy place to work
 - provide, check and maintain appropriate equipment, personal protective equipment (PPE), machinery and materials

- complete, and act on, risk assessments
- provide appropriate training, learning and development
- Explain the appropriate codes of behaviour in relation to health and safety:
 - follow company procedures and relevant regulations and legislation
 - follow safe working practices and be fit for work (not be unwell and not under the influence of drugs, alcohol or medication)
 - use appropriate personal protective equipment (PPE)
 - check and use equipment and machinery in accordance with their instructions
 - follow best practice procedures for lone workers

LO2 Understand how to work in a safe manner

- State job roles within organisations responsible for health and safety:
 - health and safety is the responsibility of everyone in the company for self and others, health and safety officer, first aider, fire warden/marshall, manager
- Explain the importance of correct use of equipment, materials and chemicals:
 - to follow company procedures and relevant regulations and legislation
 - to maintain health and safety in the workplace
 - to avoid risks, accidents, injuries, damage or legal action
 - to maintain manufacturers' warranty
 - to maintain life of equipment and materials
- Explain the importance of the correct use of personal protective equipment (PPE):
 - to follow company procedures and relevant regulations and legislation
 - to maintain health and safety in the workplace
 - to avoid cross-contamination
 - to avoid risks, accidents or injuries
- Describe types of security requirements when working on customer sites:
 - to follow workplace policies and procedures
 - to follow staff and visitors' signing in and out, and name badge procedures
 - to follow key and passes procedures
 - to follow procedures for reporting suspicious people and packages
 - to follow lone worker arrangements
 - to ensure that there is a planned escape route
- Describe techniques for safe lifting and handling:
 - up to date and correct safe lifting and handling techniques
- Explain the need for colour-coding systems:
 - to prevent cross contamination
 - to identify and separate different types of waste
- Describe recommended procedures in the event of a fire:
 - up to date and correct procedures in the event of a fire

- Describe the recommended procedures in the event of an accident:
 - up to date and correct procedures in the event of an accident

LO3 Understand how to control risks in the workplace

- Explain the importance of personal hygiene in the workplace:
 - to prevent cross contamination/infection
 - to maintain a healthy, safe environment
 - to portray a professional image of self
- Outline the required personal hygiene standards:
 - to have a clean uniform
 - clean personal appearance including clean and tidy hair and nails
 - appropriate jewellery
 - to wash your hands regularly
 - to take care when sneezing and coughing
 - report illness to the appropriate person
 - report and cover cuts
- Define the terms risk, hazard and risk assessment:
 - hazard – something with the potential to cause harm
 - risk – the likelihood that someone will be harmed by the hazard
 - risk assessment – the identification of hazards, the calculation of risk and the reduction of that risk either completely or to an acceptable level
- Identify the types of hazards which might occur in the workplace:
 - waste, wet floors, spillages, bacteria, equipment, machinery, surfaces, cleaning chemicals, trips, falls, slips
- Describe health and safety procedures relating to controlling risks:
 - follow company procedures and relevant regulations and legislation
 - complete risk assessments
 - putting control measures in place to control the risk
 - use personal protective equipment (PPE) and colour-coding systems
 - follow appropriate reporting procedures
 - complete relevant documentation
- Describe the procedures for reporting hazards:
 - follow company procedures and relevant regulations and legislation
 - follow hazard management processes
 - report to the appropriate person
 - complete relevant documentation
- Explain the importance of following manufacturers' instructions:
 - to follow company procedures and relevant regulations and legislation
 - to maintain health and safety in the workplace

- to avoid risks, accidents, injuries, damage or legal action
- to maintain the manufacturer's warranty and to limit costs
- to maintain the life of equipment and materials
- Explain the importance of clear communication in relation to risk assessment:
 - to encourage safe working practice
 - so that others understand the risks and hazards and injuries and accidents are avoided/prevented
- Explain the importance of risk control measures:
 - to meet relevant regulations and legislation
 - to maintain health and safety in the workplace and encourage safe working practice
 - to avoid/prevent injuries and accidents

Unit 3: Working with customers and others in the Cleaning and Support Services industry

Unit number: D/502/2252

Credit: 2

GLH: 18

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to communicate effectively with customers	1.1 Describe the importance of communicating with others
	1.2 Describe appropriate ways of communicating with customers
	1.3 State the importance of up to date, accurate and clear information
	1.4 State key sources of job-related information
	1.5 State reasons for adapting communication to different audiences
	1.6 State procedures for acknowledging, responding to and recording customer communication
	1.7 State the limits of authority for dealing with different types of customer communication
2. Understand how to meet customers' needs	2.1 Explain the importance of positive behaviour and attitudes
	2.2 Describe examples of positive behaviour and attitude
	2.3 Explain the benefits of creating a positive impression
	2.4 Describe different types of customer
	2.5 Describe procedures for handling difficult customer situations
3. Understand how to contribute to effective team working	3.1 Explain the importance of teamwork
	3.2 Describe roles and responsibilities within teams
	3.3 List factors that contribute to effective teamwork
	3.4 Describe key personal behaviours of team members

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Describe how to respond to disagreements in a team

Amplification on delivery

This section amplifies what areas must be covered as a minimum in delivery. Each of the bullet points below expands upon the assessment criteria defined in the above unit.

LO1 Understand how to communicate effectively with customers

- Describe the importance of communicating with others:
 - to maintain health and safety in the workplace and encourage safe working practices
 - to maintain and deliver a quality service to operational standards
 - to ensure all information is understood and acted upon
- Describe appropriate ways of communicating with customers:
 - communicating in an appropriate and professional manner
 - verbal (for example talking by phone, in person)
 - non-verbal (for example written communication, writing information down, sign language, emails, text messages, showing people to places, body language, eye contact)
- State the importance of up to date, accurate and clear information:
 - to maintain health and safety in the workplace and encourage safe working practice
 - to ensure that work is carried out to the highest of standards
 - to ensure that the employer has correct and up to date information about staff to ensure wages and emergency contact details are correct
- State key sources of job-related information:
 - company policies and procedures documents
 - job descriptions, contracts, staff handbook
 - induction, training, notice boards, meetings, website, letters, newsletters
 - worksheets, COSHH sheets, manufacture guidance, product containers
 - supervisors, managers, human resources
- State reasons for adapting communication to different audiences:
 - to ensure that the communication is understood clearly and concisely by different people and that this is received in a timely manner
- State procedures for acknowledging, responding to and recording customer communication:
 - follow company procedures
 - acknowledge the communication and respond appropriately and positively
 - act within the limits of authority

- record the communication appropriately
 - report the communication appropriately
- State the limits of authority for dealing with different types of customer communication:
 - follow company procedures for customer communication
 - act within the limits of authority as per job description and training
 - refer the customer to the appropriate person / team (for example sales enquiries)
 - report customer communications to the appropriate person (for example complaints)

LO2 Understand how to meet customers' needs

- Explain the importance of positive behaviour and attitudes:
 - to present a positive image of the business and maintain company standards
 - to build a positive and long-term relationship with the customer
 - to develop a positive working relationship with fellow staff
- Describe examples of positive behaviour and attitude:
 - follow company procedures
 - work enthusiastically as part of a team
 - act and communicate in a friendly, positive and professional manner
- Explain the benefits of creating a positive impression:
 - to present a positive image of the business and maintain company standards
 - to build a positive and long-term relationship with the customer
 - to build and maintain the company's reputation
- Describe different types of customer:
 - internal customers (colleagues, managers, other teams)
 - external customers (customers, external suppliers)
- Describe procedures for handling difficult customer situations:
 - follow company procedures and act professionally
 - acknowledge the incident and communicate appropriately (verbally, non-verbally or not at all)
 - act within the limits of authority as per job description and training
 - escalate to a supervisor/manager and other bodies where appropriate
 - record the incident where appropriate

LO3 Understand how to contribute to effective team working

- Explain the importance of teamwork:
 - to present a positive image of the business and maintain company standards
 - to support other team members and to cover absences
 - to ensure work is completed fairly between staff
 - to ensure work is completed in a timely and efficient manner

- to maintain job satisfaction
- Describe roles and responsibilities within teams:
 - team member (works as part of a team)
 - team leader (team member with some responsibility)
 - supervisor (supervises one or more members of staff)
 - manager (manages one or more teams on one or more sites)
- List factors that contribute to effective teamwork:
 - good leadership/management
 - cooperation between staff and management
 - good communication
 - delegation of work is shared equally and fairly
 - supporting team members and being supported by team members
- Describe key personal behaviours of team members:
 - respecting other members of staff
 - good communication and positive attitude
 - completing work to the best of their ability
 - being honest and open and support other members of staff
- Describe how to respond to disagreements in a team:
 - follow company procedures and act professionally
 - deal with the incident in an appropriate time frame
 - inform a supervisor/manager as appropriate

Unit 4: Cleaning and maintenance of external surfaces and areas

Unit number: K/502/2268

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the cleaning and maintenance of external surfaces and areas	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area and items to be cleaned
	1.4 Describe how to prepare work areas
	1.5 State why permits and checks may be required for external cleaning
	1.6 Explain the process for reporting damaged or deteriorating surfaces
	1.7 Describe the correct cleaning methods, equipment and materials to use for different soil types, surfaces and environmental conditions
	1.8 Select the correct cleaning methods, equipment and materials to use for different soil types, surfaces and environmental conditions
	1.9 Explain the importance of following manufacturers' recommendations and instructions
	1.10 List the personal protective equipment (PPE) required for cleaning of external surfaces and areas
	1.11 Describe the effect that environmental conditions can have on the cleaning and maintenance of external surfaces and areas
2. Understand how to carry out the cleaning and maintenance of external surfaces and areas	2.1 Explain the importance of cleaning procedures
	2.2 Describe the correct methods for cleaning and maintenance of external surfaces and areas

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.3 Use the correct methods to clean and maintain external surfaces and areas
	2.4 Explain the importance of cleaning to prescribed standards
	2.5 Explain the consequences of using incorrect solutions, equipment and cleaning methods
	2.6 Explain the importance of completing work in a timely manner
	2.7 Explain the importance of minimising any inconvenience to colleagues, customers and the general public
	2.8 Describe procedures that can be taken to minimise inconvenience
	2.9 Describe the procedures for dealing with lost property and unattended items
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking areas and items after cleaning
	3.2 Check the cleaning and take any necessary actions
	3.3 Describe the procedures for reporting damage to equipment, surfaces and premise
	3.4 Explain why equipment and materials should be returned to a secure storage area in good order
	3.5 Describe how to dispose of waste correctly
	3.6 Dispose of waste correctly
	3.7 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.
 Assessment Criteria 1.3, 1.8, 2.2, 3.2 and 3.6 can be assessed in the workplace or in a realistic working environment.

Unit 5: Cleaning of confined spaces

Unit number: T/502/2273
 Credit: 3
 GLH: 22
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for cleaning confined spaces	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Explain the importance of having procedures for entering and leaving confined spaces
	1.4 Assess the area and items to be cleaned
	1.5 Describe how to prepare work areas
	1.6 Describe different types of confined space
	1.7 State the safety procedures for working in a confined space
	1.8 Describe how atmospheric conditions can affect working in confined spaces
	1.9 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
	1.10 Select the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.11 Explain the importance of manufacturer's recommendations and instructions
	1.12 List the personal protective equipment (PPE) required for cleaning confined spaces
2. Understand how to carry out cleaning in a confined space	2.1 Explain the importance of cleaning procedures
	2.2 Describe the correct cleaning methods for confined spaces
	2.3 Use the correct cleaning methods for confined spaces

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.4 Outline the procedures in the event of an emergency
	2.5 Explain the consequences of using incorrect solutions, equipment and cleaning methods
	2.6 Explain the importance of completing work in a timely manner
	2.7 Explain the importance of minimising inconvenience to colleagues, customers and members of the public
	2.8 Describe procedures that can be taken to minimise inconvenience
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking areas and items after cleaning
	3.2 Check cleaning and take any necessary actions
	3.3 Describe the procedures for reporting damage to equipment and surfaces
	3.4 Describe the importance of ensuring the work area is safe after cleaning
	3.5 Explain why equipment and materials should be returned to a secure storage area in good order
	3.6 Return equipment to storage areas in good order
	3.7 Describe how to dispose of waste correctly
	3.8 Dispose of waste correctly
	3.9 List documents that must be completed after cleaning
	3.10 Describe procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.
 Assessment Criteria 1.4, 1.10, 2.2, 3.2, 3.6 and 3.8 can be assessed in the workplace or in a realistic working environment.

Unit 6: Cleaning of food areas

Unit number: L/502/2277

Credit: 4

GLH: 32

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare for the cleaning of food areas</p>	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Explain the importance of having procedures for entering and leaving food areas
	1.4 Assess the area and items to be cleaned
	1.5 Describe how to prepare work areas
	1.6 Explain the process for reporting damaged equipment and surfaces
	1.7 Explain the importance of maintaining personal hygiene
	1.8 State the correct procedures for dealing with food items prior to cleaning
	1.9 Describe the types of pest infestation that are common in food production areas
	1.10 Describe the recommended procedures for dealing with pest infestations
	1.11 Explain the importance of isolating powered equipment
	1.12 State why it is important to ventilate cleaning areas
	1.13 Describe the correct cleaning methods, equipment and materials to use for different soil types, surfaces and equipment
	1.14 Select the correct cleaning methods, equipment and materials to use for different soil types, surfaces and equipment

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	1.15 Explain the importance of following manufacturers' recommendations and instructions
	1.16 List the personal protective equipment (PPE) required for cleaning food areas
2. Understand how to carry out the cleaning of food areas	2.1 Explain the importance of cleaning procedures
	2.2 Describe the correct cleaning methods to clean food areas
	2.3 Use the correct cleaning methods for food areas
	2.4 Explain the importance of cleaning to prescribed standards
	2.5 Explain the possible consequences of using incorrect solutions, equipment and cleaning methods
	2.6 State why it is important to leave the food area free of deposits, residue and foreign objects
	2.7 State why surfaces and vents should be left dry on completion of cleaning
	2.8 Explain the importance of completing work in a timely manner
	2.9 Explain the importance of minimising any inconvenience to colleagues, customers and the general public
	2.10 Describe procedures that can be taken to minimise inconvenience
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking areas and items after cleaning
	3.2 Check the cleaning and take any necessary actions
	3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
	3.4 Explain the importance of returning all items after cleaning to their original position

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Return items to their original position
	3.6 Explain why equipment and materials should be returned to a secure storage area in good order
	3.7 Return equipment to storage areas in good order
	3.8 Describe how to dispose of waste correctly
	3.9 Dispose of waste correctly
	3.10 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.
 Assessment Criteria 1.4, 1.14, 2.2, 3.2, 3.5, 3.7 and 3.9 can be assessed in the workplace or in a realistic working environment.

Unit 7: Cleaning of glazed surfaces and façades

Unit number: L/502/2280

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the cleaning of glazed surfaces and façades	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area to be cleaned
	1.4 Describe how to prepare work areas
	1.5 Explain the process for reporting damaged or deteriorating surfaces
	1.6 Describe the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.7 Select the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.8 Explain the importance of following manufacturers' recommendations and instructions
	1.9 List the personal protective equipment (PPE) required for the cleaning of glazed surfaces and façades
	1.10 Describe the recommended procedures in case of emergencies
2. Understand how to carry out the cleaning of glazed surfaces and façades	2.1 Explain the importance of cleaning procedures
	2.2 Explain how the pre-treating of surfaces can help cleaning
	2.3 Describe the correct cleaning procedures for glazed surfaces and façades
	2.4 Use the correct cleaning methods to clean glazed surfaces and façades

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.5 Apply surface treatments
	2.6 Describe the advantages of applying surface treatments
	2.7 Explain the importance of cleaning to prescribed standards
	2.8 Explain the consequences of using incorrect solutions, equipment and cleaning methods
	2.9 Explain the importance of completing work in a timely manner
	2.10 Explain the importance of minimising inconvenience to colleagues, customers and the general public
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking an area after cleaning
	3.2 Check the cleaning and take any necessary actions
	3.3 Explain why equipment and materials should be returned to secure storage areas in good order
	3.4 Return equipment to storage areas in good order
	3.5 Describe how to dispose of waste correctly
	3.6 Dispose of waste correctly
	3.7 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.
 Assessment Criteria 1.3, 1.7, 2.3, 2.5, 3.2, 3.4 and 3.6 can be assessed in the workplace or in a realistic working environment.

Unit 8: Cleaning of high-risk areas within controlled environments

Unit number: H/502/2284

Credit: 4

GLH: 32

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the cleaning of high-risk areas	1.1 Describe different types of high-risk area
	1.2 Explain the purpose of a work schedule
	1.3 Explain the importance of having procedures for entering and leaving high risk areas
	1.4 Explain the importance of thorough preparation before cleaning
	1.5 Assess the area before cleaning
	1.6 Describe how to prepare work areas
	1.7 Explain the process for reporting damaged or deteriorating surfaces
	1.8 Describe the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.9 Select the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.10 Outline the safe use of cleaning agents and chemicals in a high-risk area
	1.11 Explain the importance of following manufacturers' recommendations and instructions
	1.12 List the personal protective equipment (PPE) required for cleaning high risk areas
	1.13 Explain the importance of locating facilities for conducting cleaning
2. Understand how to carry out cleaning in high-risk areas	2.1 Explain the importance of cleaning procedures
	2.2 State signage required for high-risk areas

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.3 Describe the correct cleaning methods for high-risk areas</p> <p>2.4 Use the correct cleaning methods for high-risk areas</p> <p>2.5 Explain the importance of minimising inconvenience to colleagues, customers and the general public</p> <p>2.6 Describe procedures that can be taken to minimise inconvenience</p>
3. Understand how to prevent the spread of infection	<p>3.1 Explain the importance of hand hygiene in a high-risk area</p> <p>3.2 Describe the procedures for reporting conditions that may cause infection in high-risk areas</p> <p>3.3 Explain why damaged items of furniture or equipment may pose a risk</p> <p>3.4 Describe the procedures for reporting unidentifiable soiling</p>
4. Check cleaning and resources, dispose of waste and return equipment and items	<p>4.1 Explain the importance of checking areas and items after cleaning</p> <p>4.2 Check the cleaning and take any necessary actions</p> <p>4.3 Describe the procedures for reporting damage to equipment and premises</p> <p>4.4 Explain why equipment and materials should be returned to a secure storage area in good order</p> <p>4.5 Return equipment to storage areas in good order</p> <p>4.6 Describe how to dispose of waste correctly</p> <p>4.7 Dispose of waste correctly</p> <p>4.8 Describe the procedures for ordering and replacing resources</p>

Additional Assessment Guidance/Requirements

This unit must be assessed by skill, knowledge and understanding based assessment methods.

Assessment Criteria 1.5, 1.9, 2.3, 4.2, 4.5 and 4.7 can be assessed in the workplace or in a realistic working environment.

Unit 9: Cleaning of interiors and washrooms

Unit number: K/502/2285

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the cleaning of interiors and washrooms	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area and items to be cleaned
	1.4 Describe how to prepare work areas
	1.5 Explain the process for reporting damaged or deteriorating surfaces
	1.6 Describe the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.7 Select the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.8 Explain the importance of following manufacturers' recommendations and instructions
	1.9 List the personal protective equipment (PPE) required for cleaning of interiors and washrooms
	1.10 Explain the importance of colour coding when cleaning washrooms and kitchens
2. Understand how to carry out the cleaning of interiors and washrooms	2.1 Explain the importance of cleaning procedures
	2.2 Use the correct cleaning methods for interiors and washrooms
	2.3 Explain the importance of cleaning to prescribed standards
	2.4 Explain the consequences of using incorrect solutions, equipment and cleaning methods

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.5 Explain the importance of completing work in a timely manner
	2.6 Explain the importance of minimising any inconvenience to colleagues, customers and the general public
	2.7 Describe procedures that can be taken to minimise inconvenience
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking areas and items after cleaning
	3.2 Check the cleaning and take any necessary action
	3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
	3.4 Explain the importance of returning all items after cleaning to their original position
	3.5 Return items to their original positions
	3.6 Explain why equipment and materials should be returned to a secure storage area in good order
	3.7 Return equipment to storage areas in good order
	3.8 Describe how to dispose of waste correctly
	3.9 Dispose of waste correctly
	3.10 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.
 Assessment Criteria 1.3, 1.7, 2.2, 3.2, 3.5, 3.7 and 3.9 can be assessed in the workplace or in a realistic working environment.

Unit 10: Cleaning of specialist electronic equipment

Unit number: M/502/2286

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the cleaning of specialist electronic equipment	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area and items to be cleaned
	1.4 Describe how to prepare work areas
	1.5 Explain the process for reporting damaged or deteriorating surfaces
	1.6 Describe the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.7 Select the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.8 Explain the importance of following industry-specific recommendations and instructions when cleaning specialist electronic equipment
	1.9 State the possible consequences of not following instructions when dealing with specialist electronic equipment
	1.10 List the personal protective equipment (PPE) required for cleaning of specialist electronic equipment
2. Understand how to carry out the cleaning of specialist electronic equipment	2.1 Explain the importance of cleaning procedures
	2.2 Describe the correct cleaning methods for specialist electronic equipment
	2.3 Use the correct cleaning methods for specialist electronic equipment

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.4 Explain the importance of cleaning to prescribed standards
	2.5 Explain the consequences of using incorrect solutions, equipment and cleaning methods
	2.6 Explain the importance of completing work in a timely manner
	2.7 Explain the importance of minimising any inconvenience to colleagues, customers and the general public
	2.8 Describe procedures that can be taken to minimise inconvenience
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking areas and items after cleaning
	3.2 Check the cleaning and take necessary actions
	3.3 Describe the procedures for reporting accidental damage to equipment
	3.4 Explain the importance of returning all items after cleaning to their original position
	3.5 Return items to their original position
	3.6 Explain why equipment and materials should be returned to a secure storage area in good order
	3.7 Return equipment to storage areas in good order
	3.8 Describe how to dispose of waste correctly
	3.9 Dispose of waste correctly
	3.10 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.

Assessment Criteria 1.3, 1.7, 2.2, 3.2, 3.5, 3.7 and 3.9 can be assessed in the workplace or in a realistic working environment.

Unit 11: Deep cleaning of internal equipment surfaces and areas

Unit number: T/502/2287

Credit: 4

GLH: 32

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the deep cleaning of internal equipment, surfaces and areas	1.1 Describe what is meant by deep cleaning
	1.2 Explain the purpose of a work schedule
	1.3 Explain the importance of thorough preparation before cleaning
	1.4 Assess the area and items to be cleaned
	1.5 Describe how to prepare work areas
	1.6 Explain the process for reporting damaged or deteriorating surfaces
	1.7 Describe the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.8 Select the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.9 Explain the importance of pre-testing areas to be cleaned
	1.10 List the factors that might affect the cleaning method
	1.11 Explain the importance of isolating the appropriate powered equipment before cleaning
	1.12 Explain the importance of ventilating the work area
	1.13 List the personal protective equipment (PPE) required for deep cleaning
2. Understand how to carry out the deep cleaning of internal equipment, surfaces and areas	2.1 Explain the importance of cleaning procedures
	2.2 Describe the correct cleaning methods for the deep cleaning of internal equipment, surfaces and areas

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.3 Use the correct cleaning methods for the deep cleaning of internal equipment, surfaces and areas</p> <p>2.4 Explain the importance of removing dust and debris before deep cleaning</p> <p>2.5 Use the correct procedures for pre-treating an area for heavy soiling or stains</p> <p>2.6 Explain the importance of cleaning to prescribed standards</p> <p>2.7 Explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.8 Explain the importance of completing work in a timely manner</p> <p>2.9 Explain the importance of minimising any inconvenience to customers, colleagues and the general public</p> <p>2.10 Describe procedures that can be taken to minimise inconvenience</p>
<p>3. Check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 Explain the importance of checking areas and items after deep cleaning</p> <p>3.2 Check the cleaning and take any necessary actions</p> <p>3.3 Describe the procedures for reporting damage to equipment, surfaces and premises</p> <p>3.4 Explain the importance of returning all items after cleaning to their original position in a timely manner</p> <p>3.5 State procedures for reinstating rooms</p> <p>3.6 Return items to their original position</p> <p>3.7 Explain why equipment and materials should be returned to a secure storage area in good order</p> <p>3.8 Return equipment to storage areas in good order</p> <p>3.9 Describe how to dispose of waste correctly</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.10 Dispose of waste correctly
	3.11 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements
<p>This unit must be assessed by both skill and knowledge-based assessment methods.</p> <p>Assessment Criteria 1.4, 1.8, 2.2, 2.5, 3.2, 3.6, 3.8 and 3.10 can be assessed in the workplace or in a realistic working environment.</p>

Unit 12: Maintenance and minor repairs of property

Unit number: A/502/2288

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for carrying out maintenance and minor repairs	1.1 Explain the importance of thorough preparation before starting work
	1.2 Assess the area and items to be repaired
	1.3 Describe how to prepare work areas
	1.4 Describe how environmental conditions affect maintenance and minor repairs
	1.5 Explain the process for reporting damaged or deteriorating internal and external surfaces
	1.6 State the importance of reporting jobs outside of employees' personal capabilities and remit
	1.7 Describe safe working practices
	1.8 Describe the correct methods, equipment and materials to use for different types of maintenance and minor repairs
	1.9 Explain the importance of following manufacturers' recommendations and instructions
	1.10 List the personal protective equipment (PPE) required for different types of maintenance and repairs
2. Understand how to carry out maintenance and minor repairs	2.1 Explain the importance of following recommended procedures
	2.2 Use appropriate methods for the maintenance and minor repair of fixtures and fittings
	2.3 Explain the importance of working to the prescribed standards
	2.4 Explain the consequences of using the wrong equipment and materials

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.5 Explain the importance of completing work in a timely manner 2.6 Explain the importance of minimising any inconvenience to colleagues, customers and the general public 2.7 Describe procedures that can be taken to minimise inconvenience
3. Check maintenance and minor repairs, resources and return equipment and items	3.1 Explain the importance of checking areas and items after maintenance and minor repairs 3.2 Check the maintenance and minor repairs and take any necessary action 3.3 Describe the procedures for reporting damage to equipment, surfaces and premises 3.4 Return items to their original position 3.5 Explain why equipment and materials should be returned to a secure storage area in good order 3.6 Return equipment to storage areas in good order 3.7 Describe how to dispose of waste correctly 3.8 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements
This unit must be assessed by both skill and knowledge-based assessment methods. Assessment Criteria 1.2, 2.2, 3.2, 3.4 and 3.6 can be assessed in the workplace or in a realistic working environment.

Unit 13: Manual street cleaning

Unit number: F/502/2289

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for manual street cleaning	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area to be cleaned
	1.4 List the equipment and materials required for manual street cleaning
	1.5 Select the correct equipment for the type of litter and surface
	1.6 List the personal protective equipment (PPE) required for manual street cleaning
	1.7 Describe the appropriate actions to take to reduce risks to health and safety
	1.8 Explain the importance of working safely with regard to members of the public
	1.9 Check equipment before starting cleaning
	1.10 State why it is important to secure mobile equipment
2. Understand how to carry out manual street cleaning	2.1 Explain the importance of cleaning procedures
	2.2 Use correct cleaning methods to clean streets manually
	2.3 Describe correct cleaning methods for cleaning streets manually
	2.4 Explain the importance of cleaning to prescribed standards
	2.5 List the types of litter that should be segregated

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.6 Outline procedures for dealing with segregated litter
	2.7 State why the location of containers provided for litter is important
	2.8 Describe the procedures for emptying containers
	2.9 Explain the importance of completing work in a timely manner
	2.10 Explain the importance of minimising any inconvenience to the general public
3. Check cleaning and resources, maintain waste collection points and return equipment and items	3.1 Explain the importance of checking area and items after cleaning
	3.2 Check the cleaning and take any necessary actions
	3.3 Describe procedures for dealing with different types of debris and detritus
	3.4 Operate any equipment used at waste collection points safely
	3.5 Describe how to identify containers that need replacing
	3.6 State procedures for reporting problems
	3.7 Explain why equipment and material should be returned to a secure storage area in good order
	3.8 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.
 Assessment Criteria 1.3, 1.5 1.9, 2.2, 3.2, and 3.4 can be assessed in the workplace or in a realistic working environment.

Unit 14: Mechanical street cleaning

Unit number: T/502/2290

Credit: 4

GLH: 32

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for mechanical street cleaning	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area to be cleaned
	1.4 List equipment and materials required for mechanical street cleaning
	1.5 Select the appropriate equipment for the type of litter and surface
	1.6 List the personal protective equipment (PPE) required for mechanical street cleaning
	1.7 Describe appropriate actions to take to reduce risks to health and safety
	1.8 Explain the legal and organisational guidelines with regard to using mechanical equipment
	1.9 Check the equipment before starting cleaning
2. Understand how to carry out mechanical street cleaning	2.1 Explain the importance of cleaning procedures
	2.2 Describe the correct cleaning methods for mechanical street cleaning
	2.3 Use the correct cleaning methods for mechanical street cleaning
	2.4 Operate the mechanical equipment in a safe and responsible manner
	2.5 State the procedures for reporting potentially hazardous litter and detritus
	2.6 State the procedures to be followed for vehicle faults

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
3. Check cleaning and resources, transfer of waste and return equipment and items	3.1 Explain the importance of checking areas and items after cleaning
	3.2 Check the cleaning and take any necessary actions
	3.3 Describe the procedures for dealing with different types of spillages
	3.4 State the procedures for reporting problems
	3.5 Transfer collected waste correctly
	3.6 Describe the importance of reporting completion of work
	3.7 Use appropriate methods to clean vehicles and mechanical equipment after use
	3.8 Explain why equipment and materials should be returned to a secure storage area in good order
	3.9 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements
<p>This unit must be assessed by both skill and knowledge-based assessment methods.</p> <p>Assessment Criteria 1.3, 1.5 1.9, 2.2, 2.4, 3.2, 3.5 and 3.7 can be assessed in the workplace or in a realistic working environment.</p>

Unit 15: Periodic cleaning of hard and semi-hard floors

Unit number: J/502/2293

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the cleaning of hard and semi-hard floors	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area and items to be cleaned
	1.4 Describe how to prepare work areas
	1.5 Explain the process for reporting damaged or deteriorating surfaces
	1.6 Describe the correct cleaning methods, equipment and materials to use for periodic cleaning
	1.7 Select the correct cleaning methods, equipment and materials to use for periodic cleaning
	1.8 Explain the importance of following manufacturers' recommendations and instructions
	1.9 List the personal protective equipment (PPE) required for periodic cleaning of hard and semi-hard floors
	1.10 Explain the importance of pre-testing areas to be cleaned
2. Understand how to carry out the cleaning of hard and semi-hard floors	2.1 State the reasons for removing dust and debris before periodic cleaning
	2.2 Define the term 'neutralise' when cleaning hard and semi-hard floors
	2.3 Explain the importance of leaving floors clean, dry and neutral
	2.4 Describe the correct cleaning methods for cleaning hard and semi-hard floors

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.5 Use the correct cleaning methods for cleaning hard and semi-hard floors</p> <p>2.6 Explain the importance of cleaning to prescribed standards</p> <p>2.7 Explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.8 Explain the importance of completing work in a timely manner</p> <p>2.9 Explain the importance of minimising any inconvenience to colleagues, customers and the general public</p> <p>2.10 Describe procedures that can be taken to minimise inconvenience</p>
<p>3. Understand how to apply protective coatings to hard and semi-hard floors</p>	<p>3.1 Describe the types of protective coatings</p> <p>3.2 Describe the correct application of different types of protective coating</p> <p>3.3 Explain the importance of following manufacturers' instructions for different types of protective coating</p> <p>3.4 Use the correct methods for applying protective coatings</p>
<p>4. Check cleaning and resources, dispose of waste and return equipment and items</p>	<p>4.1 Explain the importance of checking areas and items after cleaning</p> <p>4.2 Check the cleaning and take any necessary actions</p> <p>4.3 Describe the procedures for reporting damaged or deteriorating surfaces</p> <p>4.4 Explain the importance of returning all items after cleaning to their original position in a timely manner</p> <p>4.5 State the procedures for reinstating rooms</p> <p>4.6 Return items to their original positions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.7 Explain why equipment and materials should be returned to a secure storage area in good order
	4.8 Return equipment to storage areas in good order
	4.9 Describe how to dispose of waste correctly
	4.10 Dispose of waste correctly
	4.11 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements
<p>This unit must be assessed by both skill and knowledge-based assessment methods.</p> <p>Assessment Criteria 1.3, 1.7, 2.4, 3.4, 4.2, 4.6, 4.8 and 4.10 can be assessed in the workplace or in a realistic working environment.</p>

Unit 16: Periodic cleaning of soft floors and furnishings

Unit number: L/502/2294

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for the cleaning of soft floors and furnishings	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area and items to be cleaned
	1.4 Describe how to prepare work areas
	1.5 Explain the process for reporting damaged or deteriorating surfaces
	1.6 Describe the correct cleaning method, equipment and materials to use for periodic cleaning
	1.7 Select the correct cleaning methods, equipment and materials to use for periodic cleaning
	1.8 Explain the importance of following manufacturers' recommendations and instructions
	1.9 List the personal protective equipment (PPE) required for periodic cleaning of soft floors and furnishings
	1.10 State the procedures for pre-testing areas to be cleaned
	1.11 Explain the importance of pre-testing areas to be cleaned
2. Understand how to carry out cleaning of soft floors and furnishings	2.1 State the reasons for removing dust and debris before periodic cleaning
	2.2 Explain how and when to pre-treat an area for heavy soiling or stains
	2.3 State materials which are colourfast & shrink-resistant

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.4 Describe the correct cleaning methods for soft floors and furnishings</p> <p>2.5 Use the correct cleaning methods for soft floors and furnishings</p> <p>2.6 Explain the importance of cleaning to prescribed standards</p> <p>2.7 Explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.8 Explain the importance of completing work in a timely manner</p> <p>2.9 Explain the importance of minimising any inconvenience to colleagues, customers and the general public</p> <p>2.10 Describe procedures that can be taken to minimise inconvenience</p>
<p>3. Check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 Explain the importance of checking areas and items after cleaning</p> <p>3.2 Check the cleaning and take any necessary actions</p> <p>3.3 Describe the procedures for reporting damaged or deteriorating surfaces</p> <p>3.4 Explain the importance of returning all items after cleaning to their original position in a timely manner</p> <p>3.5 State the procedures for reinstating rooms</p> <p>3.6 Return items to their original positions</p> <p>3.7 Explain why equipment and materials should be returned to a secure storage area in good order</p> <p>3.8 Return equipment to storage areas in good order</p> <p>3.9 Describe how to dispose of waste correctly</p> <p>3.10 Dispose of waste correctly</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.11 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements
<p>This unit must be assessed by both skill and knowledge-based assessment methods.</p> <p>Assessment Criteria 1.3, 1.7, 2.4, 3.2, 3.6, 3.8 and 3.10 can be assessed in the workplace or in a realistic working environment.</p>

Unit 17: Working safely at heights in the Cleaning and Support Services industry

Unit number: R/502/2295
 Credit: 4
 GLH: 32
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for working at heights	1.1 Describe how the Health and Safety at Work etc. Act 1974 supports and regulates working practices
	1.2 Describe the risks associated with working at heights
	1.3 Describe how to carry out a risk assessment
	1.4 Carry out a risk assessment
	1.5 Describe the procedures for reporting risks
	1.6 Explain the importance of control measures and the need for compliance
	1.7 Outline industry guidance for working at heights
2. Understand how to work safely at heights	2.1 Explain the importance of safe working practices
	2.2 List the personal protective equipment (PPE) required for working at heights
	2.3 Explain the correct procedures for carrying and handling objects
	2.4 Describe the correct use of fall protection equipment
	2.5 Use fall protection equipment correctly
	2.6 Explain the importance of complying with an organisation’s policies and procedures

Additional Assessment Guidance/Requirements
<p>This unit must be assessed by both skill and knowledge-based assessment methods.</p> <p>Assessment Criteria 1.3 and 2.4 can be assessed in the workplace or in a realistic working environment.</p>

Unit 18: Cleaning with water fed pole systems

Unit number: Y/502/2296

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare for cleaning with water-fed pole systems</p>	1.1 Describe ways to reduce risks when working with water-fed poles
	1.2 State the importance of using control measures derived from a risk assessment
	1.3 Explain the effects of different payloads on vehicles used in cleaning with water-fed pole systems, including overloading
	1.4 Assess the area to be cleaned
	1.5 Describe the correct cleaning methods, equipment and materials for different soil types and surfaces
	1.6 Select the correct cleaning methods and materials for water-fed pole systems
	1.7 List the personal protective equipment (PPE) required for cleaning with water-fed pole systems
	1.8 State the importance of using appropriate hazard warning signs
<p>2. Understand how to carry out cleaning with water-fed pole systems</p>	2.1 State the importance of conducting regular checks on all equipment
	2.2 Check equipment prior to cleaning
	2.3 State the importance of, and process for, reporting damaged equipment
	2.4 Explain the importance of not using faulty equipment
	2.5 Identify different surfaces and soil types
	2.6 Explain the importance of selecting the correct length of water-fed pole

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Select the correct length of water-fed pole
	2.8 Describe the correct cleaning methods for cleaning with water-fed pole systems
	2.9 Use the correct cleaning methods to clean with water-fed pole systems
	2.10 Describe the construction of water-fed poles, including materials and equipment
	2.11 State the uses of different types of water-fed poles
	2.12 State the importance of using purified water, rather than cleaning materials, when cleaning with water-fed pole systems
	2.13 State the importance of having a designated contact person when working alone
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of keeping the water tank free of soil and build-up of residues
	3.2 Describe how to clean water tanks to remove residue build up
	3.3 Clean water tanks to remove residue build-up
	3.4 State the importance of replacing water filters in a timely manner
	3.5 Replace water filters in a timely manner
	3.6 Explain the importance of preventing the spread of Legionella and other bacteria
	3.7 State the importance of correctly storing tank systems
	3.8 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.

Assessment Criteria 1.4, 2.2, 2.7 2.8, 3.2 and 3.4 can be assessed in the workplace or in a realistic working environment.

Unit 19: Internal cleaning of passenger transport

Unit number: F/502/3071

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to prepare for valeting internal surfaces and furnishings	1.1 Explain the purpose of a work schedule
	1.2 Explain the importance of thorough preparation before cleaning
	1.3 Assess the area to be cleaned
	1.4 Describe how to prepare work areas
	1.5 State the importance of, and process for, reporting defects in surfaces
	1.6 Describe the correct cleaning methods, equipment and materials to use for different soil types and surfaces
	1.7 Select the correct cleaning methods, colour coded equipment and materials to use for different soil types and surfaces
	1.8 Explain the importance of following manufacturers' recommendations and instructions
	1.9 List the personal protective equipment (PPE) required for valeting internal surfaces and furnishings
	1.10 State the recommended procedures in case of emergencies
2. Understand how to carry out internal valeting of surfaces and furnishings	2.1 Explain the importance of cleaning procedures
	2.2 Use the correct cleaning methods for valeting internal surfaces and furnishings
	2.3 Explain the importance of cleaning to prescribed standards

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.4 Explain the possible consequences of using incorrect solutions, equipment and cleaning methods
	2.5 Explain the importance of completing work in a timely manner
	2.6 Explain the importance of minimising any inconvenience to colleagues, customers and the general public
	2.7 Describe procedures that can be taken to minimise inconvenience
3. Check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking areas and items after cleaning
	3.2 Check the cleaning and take any necessary actions
	3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
	3.4 Explain why equipment and materials should be returned to storage areas in a working, clean and safe order
	3.5 Return equipment in a clean, safe and working order
	3.6 Describe how to dispose of waste
	3.7 Dispose of waste correctly
	3.8 Describe the procedures for ordering and replacing resources

Additional Assessment Guidance/Requirements

This unit must be assessed by both skill and knowledge-based assessment methods.
 Assessment Criteria 1.3, 2.2, 3.2, 3.5 and 3.7 can be assessed in the workplace or in a realistic working environment.

Appendix 3: Sample Assessment Material

Portfolio of evidence

Please refer to the Learner Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screen shot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

Evidence Tracking Sheet – Example

Learner Name				
Centre Name				
Unit 1: Example Unit in a Qualification [A/121/4567]				
Knowledge Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1.	1.1	Obs	1	
2.	2.1	D, Wt	2	
	2.2	Sim	3, 5	
4.	4.1	Q, D	8	

Assessment method key: Obs Observation Wt Witness testimony Pe Product evidence R RPL Q Questioning O Other Sim Simulation/assignment D Discussion		Fill in each assessment method used using the key
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Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet	Learner Signature: _____ Date: _____
	Assessor Signature: _____ Date: _____
	IQA Signature (if sampled): _____ Date: _____
	EQS Signature (if sampled): _____ Date: _____

If sampled, the IQA/EQS must also sign and date this tracking sheet

Insert the date that the Assessment Criteria was fully met

Fill in the portfolio reference for each assessment criteria

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