QUALIFICATION HANDBOOK

Level 2 Certificate in Facilities Services (4429-21)

October 2012 Version 2.1

City & Guilds

Qualification at a glance

Subject area	Facilities Services
City & Guilds number	4429
Age group approved	Pre-16, 16-18, 19+
Assessment	Portfolio
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Certificate in Facilities Services	4429-21	600/5476/1

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1 Introduction

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

Area	Description
Who is this qualification for?	For all that work or wish to work in the facilities industry. You can choose the skills you want to focus on and get a greater understanding for topics ranging from managing waste, carrying out maintenance and minor repairs and cleaning in specialised areas
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the facilities sector. It is ideal for learners who want to learn and gain a broad understanding about the facilities and services industry, and covers subjects such as: • Routine and non-routine waste • Working safely at heights • Moving and transport • Safety and security • Develop customer relationships
Is the qualification part of a framework or initiative?	It serves as a competence qualification in the Facilities services Apprenticeship framework.
Who did we develop this qualification with?	It was developed in association with industry specialists and Asset Skills SSC.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: • Level 2 Award, Certificate and Diploma in Cleaning Principles (7695) • Level 1 and 2 Award, Certificate and Diploma in Cleaning and Support Services Skills (7648) • Level 2 Certificate in Local Environmental Services Skills (7729) • Level 2 Certificate and Diploma in Sustainable Waste Management (0746) • Level 2 Certificate in Principles of Sustainable Resource Management (7517) • Level 3 Certificate in Facilities Management Practice (7724)

Structure

Learners must achieve a total of **20** credits to achieve **the Level 2 Certificate in Facilities Services**.

- **7** credits must come from Mandatory Group 1
- **4** credits from Mandatory Group 2, and
- a minimum of **9** credits from a minimum of 3 units (from the optional units).

Level 2 Certificate in Facilities Services			
Unit accreditation number	**City & Guilds unit number**	**Unit title**	**Credit value**
Mandatory group 1			
M/600/2775	201	Reduce risks to health and safety in the workplace	3
K/601/6478	202	Promote and maintain service delivery	4
Mandatory group 2			
H/601/6480	203	Contribute to the effectiveness and efficiency of premises and facilities	4
T/601/1526	205	Develop customer relationships	6
Optional units			
M/601/6501	204	Support the work of a team and develop yourself	3
D/601/6509	206	Control the use of resources in a property, caretaking and facilities services environment	3
H/601/6513	207	Maintain grounds of premises and facilities	3
J/601/6522	208	Maintain site security and safety	3
H/601/6527	209	Control the use of premises and facilities	4
R/600/6348	210	Work safely at heights	3
Y/601/6542	211	Monitor and maintain electrical and plumbing services	4
A/600/6344	212	Carry out maintenance and minor repairs	3
A/601/4492	213	Operate plant to maintain the quality of pool water	4
T/600/6326	214	Deal with routine waste	3

T/600/6343	215	Deal with non-routine waste	3
L/601/6554	216	Deep clean equipment in premises and facilities	6
T/601/2479	217	Handle mail	3
D/601/2508	218	Support the co-ordination of an event	3
K/602/4029	219	Moving and transporting individuals within a healthcare environment	2
K/601/2480	220	Provide reception services	3
K/600/6324	221	Clean and maintain internal surfaces and areas	4
L/601/5471	222	Introduction to equality and inclusion in health, social care or children's and young people's settings	2
J/502/1404	223	Transport physical resources within the work area	2

2 Centre requirements

Approval

If your Centre is approved to offer the qualification in Level 2 Cleaning Principles (7695-01,-02,-03) or the Level 3 Certificate in Facilities Management Practice (7724-03) then you can apply for the new Level 2 Facilities Services (4429-21) approval using the fast track approval form available from the City & Guilds website.

To offer this qualification, existing centres must use the **standard** Qualification Approval Process. New centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area 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.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

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 verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification and meet the relevant experience requirements outlined above.

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.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification however; centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

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

3 Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment guide for centres	**www.cityandguilds.com**. Password available on Walled Garden
Marking guide	**www.cityandguilds.com**. Password available on Walled Garden
fast track approval forms/generic fast track approval form	**www.cityandguilds.com**

4 Assessment

Assessment of the qualification

City & Guilds has written the following assessments to use with this qualification:

Level 2 Certificate in Facilities Services		
Unit Number	**Unit Title**	**Assessment method**
201	Reduce risks to health and safety in the workplace (Level 2) (3)	Portfolio
202	Promote and maintain service delivery (Level 2) (4)	Portfolio
203	Contribute to the effectiveness and efficiency of premises and facilities (Level 2) (4)	Portfolio
204	Support the work of a team and develop yourself (Level 2) (3)	Portfolio
205	Develop customer relationships (Level 2) (6)	Portfolio
206	Control the use of resources in a property, caretaking and facilities services environment (Level 2) (3)	Portfolio
207	Maintain grounds of premises and facilities (Level 2) (3)	Portfolio
208	Maintain site security and safety (Level 2) (3)	Portfolio
209	Control the use of premises and facilities (Level 2) (4)	Portfolio
210	Work safely at heights (Level 2) (3)	Portfolio
211	Monitor and maintain electrical and plumbing services (Level 2) (4)	Portfolio

Unit Number	Unit Title	Assessment method
212	Carry out maintenance and minor repairs (Level 2) (3)	Portfolio
213	Operate plant to maintain the quality of pool water (Level 2) (4)	Portfolio
214	Deal with routine waste (Level 2) (3)	Portfolio
215	Deal with non-routine waste (Level 2) (3)	Portfolio
216	Deep clean equipment in premises and facilities (Level 2) (6)	Portfolio
217	Handle mail (Level 2) (3)	Portfolio
218	Support the co-ordination of an event (Level 2) (3)	Portfolio
219	Moving and transporting individuals within a healthcare environment (Level 2) (2)	Portfolio
220	Provide reception services (Level 2) (3)	Portfolio
221	Clean and maintain internal surfaces and areas (Level 2) (4)	Portfolio
222	Introduction to equality and inclusion in health, social care or children's and young people's settings SHC 23 (Level 2) (2)	Portfolio
223	Transport physical resources within the work area (Level 2) (2)	Portfolio

5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: **http://register.ofqual.gov.uk/Unit**

Structure of units

These units each have the following:

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

Unit 201 Reduce risks to health and safety in the workplace

UAN:	**M/600/2775**
Level:	Level 2
Credit value:	3
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

Learning outcome
The learner will: 1 Know about their organisation's health and safety procedures
Assessment criteria
The learner can: 1.1 describe their responsibilities and legal duties for health and safety in the workplace 1.2 identify responsibilities and legal duties for health and safety specific to their own job role 1.3 name and locate the person responsible for health and safety in their area of work 1.4 describe where and when to get additional health and safety assistance 1.5 give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products.

Learning outcome
The learner will: 2 Know how to identify the hazards in the workplace
Assessment criteria
The learner can: 2.1 define the term 'hazard' 2.2 give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role 2.3 give reasons why it is important to remain alert to the presence of hazards in the whole workplace

2.4	describe why personal presentation and behaviour is important in maintaining health and safety in the workplace.

Learning outcome
The learner will: 3 Know how to evaluate risks in the workplace
Assessment criteria
The learner can: 3.1 define the term 'risk' 3.2 give reasons why they should deal with or report risks 3.3 describe procedures for reporting risks which they are unable to deal with 3.4 describe the risks to the environment which may be present in the workplace and your own job.

Learning outcome
The learner will: 4 Be able to identify the hazards and risks in the workplace
Assessment criteria
The learner can: 4.1 select the workplace instructions are relevant to the job 4.2 identify aspects of the workplace which could pose a danger to themselves or others 4.3 give examples of working practices in the job which could pose a danger to people in the workplace 4.4 assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person 4.5 deal with hazards in accordance with instructions and legal requirements.

Learning outcome
The learner will: 5 Be able to reduce the risks to health and safety in the workplace
Assessment criteria
The learner can: 5.1 perform duties in accordance with workplace instructions, manufacturers instructions and legal requirements 5.2 use equipment materials and products safely and in accordance with instructions 5.3 use relevant equipment to control risks to health and safety 5.4 make suggestions on how to reduce risks to health and safety in the workplace to the relevant person 5.5 describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person 5.6 describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self and others.

Unit 202 Promote and maintain service delivery

UAN:	**K/601/6478**
Level:	Level 2
Credit value:	4
GLH:	35
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit covers the candidate's understanding of their role within the organisation, following working practices, communication with others and handling information correctly.

Learning outcome
The learner will: 1 Know how to present a positive image of the organisation to customers and others
Assessment criteria
The learner can: 1.1 explain the organisation's standards of appearance, behaviour and personal hygiene 1.2 identify own role in the organisation's mission and objectives 1.3 make sure appearance, behaviour and personal hygiene meet organisation standards at all times.

Learning outcome
The learner will: 2 Be able to follow working practices
Assessment criteria
The learner can: 2.1 explain the importance of using personal protective equipment 2.2 follow workplace policies, suppliers' and manufacturers' instructions for the safe use of equipment, materials and products 2.3 explain the importance of keeping materials safe and secure 2.4 explain the importance of keeping to work schedules and specifications and checking the quality of work 2.5 describe the emergency procedures for the workplace 2.6 describe procedures for dealing with problems outside own limits of competence and responsibility.

Learning outcome
The learner will: 3 Carry out work
Assessment criteria
The learner can: 3.1 use personal protective equipment, materials and work methods suitable for the work to be done 3.2 carry out work to work schedules 3.3 handle problems arising from own work 3.4 report to appropriate person/s problems outside limits of own competence and responsibility 3.5 make sure the quality of work meets organisational standards 3.6 return equipment and materials to the appropriate area 3.7 make recommendations to line manager on opportunities for improvements of services.

Learning outcome
The learner will: 4 Handle information appropriately
Assessment criteria
The learner can: 4.1 pass information that could be useful for the organisation to the appropriate person 4.2 record information accurately, in a way that is easy for others to understand 4.3 describe the procedures for storing information safely and in good condition 4.4 record information accurately in a way that is suitable for other's needs 4.5 respond promptly to information from others 4.6 store information in good condition and in the appropriate place 4.7 make sure information is only available to authorised persons.

Learning outcome
The learner will: 5 Be able to communicate with others
Assessment criteria
The learner can: 5.1 identify where there is a need for other services 5.2 respond politely to feedback 5.3 communicate confidently and in a way which encourages others' co-operation 5.4 provide information that is accurate and up to date, in a way which is suitable for those receiving it.

Unit 203 Contribute to the effectiveness and efficiency of premises and facilities

UAN:	**H/601/6480**
Level:	Level 2
Credit value:	4
GLH:	37
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about carrying out monitoring and inspections of the premises and facilities according to instructions.

Learning outcome
The learner will: 1 Know how to carry out inspections of the premises and facilities
Assessment criteria
The learner can: 1.1 explain how to inspect the condition of the premises and facilities and check for potential improvements in accordance with given instructions 1.2 explain why it is important to report any problems that might affect the safety and use of the premises and facilities 1.3 describe how to identify significant changes in the use of the premises and facilities and the possible reasons for these changes 1.4 explain the importance of keeping appropriate records and passing them to the designated person 1.5 explain the importance of following written instructions when operating systems 1.6 describe the required levels of system performance and situations which may change them 1.7 explain the importance of using safe working practices at all times.

Learning outcome
The learner will: 2 Carry out inspections of the premises and facilities according to instructions
Assessment criteria
The learner can: 2.1 inspect the condition of the premises and facilities in accordance with given instructions

2.2	promptly report any problems/safety issues to the appropriate person
2.3	identify where there is a need for reactive maintenance and the appropriate action to be taken within limits of own competence and responsibility
2.4	identify any significant changes in the use of the premises and facilities and the possible reasons for these changes
2.5	keep accurate records of the outcomes of monitoring, passing them on to the appropriate person
2.6	seek opportunities for improving the condition of premises and facilities
2.7	make suggestions, to line manager on the basis of identified opportunities.

Learning outcome	
The learner will:	
3	Identify situations in which repair or improvement is necessary
Assessment criteria	
The learner can:	
3.1	describe the types of situation which require maintenance and repair, when to deal with these and when to report them to others
3.2	state the limits of own competence and responsibility regarding maintenance and repairs
3.3	explain why it is important to support suggestions made with valid reasons.

Learning outcome	
The learner will:	
4	Know how to monitor the use of facilities and utilities
Assessment criteria	
The learner can:	
4.1	state the importance of monitoring the use of facilities at the intervals prescribed by the organisation
4.2	state how to suggest improvements in the use of facilities, and to whom these suggestions should be passed
4.3	state how to monitor the use of facilities, and how to record all the necessary information
4.4	describe how to conserve utilities, and the importance of encouraging others to do so.

Learning outcome	
The learner will:	
5	Monitor the use of the use of facilities and utilities at intervals agreed with the organisation
Assessment criteria	
The learner can:	
5.1	monitor the use of facilities at specified intervals
5.2	make appropriate suggestions to line manager regarding possible improvements in the use of facilities

5.3	take appropriate action to conserve utilities within the limits of own competence and responsibility
5.4	keep accurate records regarding the use of facilities and pass them on to the appropriate person.

Learning outcome
The learner will:
6 Know how to monitor and make basic adjustments to building systems
Assessment criteria
The learner can:
6.1 state how to monitor temperature and system programme times at appropriate intervals
6.2 describe how to make basic adjustments to maintain the required level of system performance
6.3 state the typical faults that could occur in heating systems
6.4 state situations where: • faults should be reported • faults should be dealt with within limits of own competence and responsibility • repairs should be reported
6.5 explain the importance of completing all the necessary records.

Learning outcome
The learner will:
7 Monitor and make basic adjustments to systems in accordance with given instructions
Assessment criteria
The learner can:
7.1 monitor temperature and system programme times accurately and at appropriate intervals, using safe working practices
7.2 where appropriate, and within the limits of own competence and responsibility, maintain the required level of system performance
7.3 complete all records promptly and accurately.

Unit 204 Support the work of a team and develop yourself

UAN:	**M/601/6501**
Level:	Level 2
Credit value:	3
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about understanding the importance of effective working relationships and self development in the workplace.

Learning outcome
The learner will: 1 Understand the importance of effective working relationships
Assessment criteria
The learner can: 1.1 explain the importance of teamwork to self, colleagues and the organisation 1.2 state the types of information that other staff may need, and why it is important to deal with requests promptly 1.3 give examples of the types of help you may need from other staff and why it is important to make such requests promptly 1.4 explain why sharing workloads helps the team achieve better results 1.5 state the types of disagreements which may occur in the workplace and why they should not be allowed to harm the work of the team 1.6 give examples of the types of disagreements that cannot be resolved should be reported to a line manager.

Learning outcome
The learner will: 2 Maintain and develop relationships with colleagues
Assessment criteria
The learner can: 2.1 deal with requests from others promptly 2.2 ask for help from colleagues when needed 2.3 agree with co-workers how to share workloads in a way which enables the team to work more effectively

2.4	handle disagreements with colleagues in a non-confrontational manner
2.5	report to a line manager any disagreements which cannot be resolved.

Learning outcome
The learner will:
3 Understand how to assist other staff with tasks they may not be familiar with
Assessment criteria
The learner can:
3.1 state the importance of making new staff feel welcome
3.2 describe the basic work tasks and procedures applicable to the workplace, and how explain these to a new staff member
3.3 state the limits of own competence and responsibility for helping and supporting other staff
3.4 give examples of what makes a constructive contribution to a work-related discussion and why it is important to make them where appropriate.

Learning outcome
The learner will:
4 Assist other staff and new colleagues with work-related tasks
Assessment criteria
The learner can:
4.1 welcome new staff to the workplace
4.2 explain to other team members the basic work routines and procedures of the workplace
4.3 within the limits of own competence and responsibility, show new staff how to perform tasks
4.4 provide help to other staff within the limits of own competence and responsibility
4.5 make constructive contributions to work-related discussions.

Learning outcome
The learner will:
5 Be aware of the importance of self-development in the workplace
Assessment criteria
The learner can:
5.1 explain the importance of self-development
5.2 explain the importance of asking for feedback on performance, and how to do this
5.3 use feedback from others to consider own performance
5.4 work in partnership with management for personal development.

Unit 205 Develop customer relationships

UAN:	**T/601/1526**
Level:	Level 2
Credit value:	6
GLH:	40
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit covers the candidate's ability to build up the customer's confidence and a build a relationship with their organisation.

Learning outcome
The learner will: 1 Build their customer's confidence that the service they give will be excellent
Assessment criteria
The learner can: 1.1 show that they behave assertively and professionally with customers 1.2 allocate the time they take to deal with their customer following organisational guidelines 1.3 reassure their customer that they are doing everything possible to keep the service promises made by the organisation.

Learning outcome
The learner will: 2 Meet the expectations of their customers
Assessment criteria
The learner can: 2.1 recognise when there may be a conflict between their customer's expectations and your organisation's service offer 2.2 balance their customer's expectations with their organisation's service offer by offering an alternative or explaining the limits of the service offer 2.3 work effectively with others to resolve any difficulties in meeting their customer's expectations.

Learning outcome
The learner will: 3 Develop the long-term relationship between their customer and their organisation
Assessment criteria
The learner can: 3.1 give additional help and information to their customer in response to customer questions and comments about their organisation's services or products 3.2 discuss expectations with their customer and explain how these compare with their organisation's services or products 3.3 advise others of feedback received from their customer 3.4 identify new ways of helping customers based on the feedback customers have given them 3.5 identify added value that their organisation could offer to long-term customers.

Learning outcome
The learner will: 4 Know how to develop customer relationships
Assessment criteria
The learner can: 4.1 describe their organisation's services or products 4.2 explain the importance of customer retention 4.3 explain how their own behaviour affects the behaviour of the customer 4.4 describe how to behave assertively and professionally with customers 4.5 describe how to defuse potentially stressful situations 4.6 identify the limitations of their organisation's service offer 4.7 compare how customer expectations may change as the customer deals with their organisation 4.8 identify the cost and resource implications of an extension of the service offer to meet or exceed customer expectations 4.9 explain the cost implications of bringing in new customers as opposed to retaining existing customers 4.10 identify who to refer to when considering any variation to their organisation's service offer.

Unit 206 Control the use of resources in a property, caretaking and facilities services environment

UAN:	**D/601/6509**
Level:	Level 2
Credit value:	3
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This aim of this unit is to prepare, use, conserve and dispose of resources where appropriate.

Learning outcome
The learner will: 1 Understand how to use and manage resources safely
Assessment criteria
The learner can: 1.1 list the health and safety requirements regarding the preparation and use of resources, and the possible consequences of failing to comply with these requirements 1.2 state the approved procedures for maintaining resource levels, and their importance 1.3 explain how the nature and characteristics of different types of resources affect the way in which they are handled and stored 1.4 explain why it is important that resources are stored correctly 1.5 list the types of personal protective clothing to wear for different types of resources 1.6 state the purposes for which different types of resources are needed in the job role 1.7 list which resources require authorisation for use, and the possible consequences of using them without authorisation.

Learning outcome
The learner will: 2 Prepare and use resources according to instructions
Assessment criteria
The learner can: 2.1 wear personal protective clothing when necessary 2.2 identify the type and amount of resources needed for own work

2.3	ensure you have the competence to use the resources necessary for own work
2.4	monitor the quantity of resources at appropriate intervals
2.5	prepare and use resources for their approved purpose, in accordance with health and safety principles and the requirements of the organisation
2.6	keep records of resources issued from storage and of waste disposal
2.7	maintain resources in line with workplace procedures
2.8	store resources securely and in the appropriate place.

Learning outcome	
The learner will:	
3	Understand how to conserve and dispose of resources
Assessment criteria	
The learner can:	
3.1	state how to monitor resource levels, why and when it is appropriate to do so
3.2	state why it is important to keep accurate records of resources issued, and the appropriate format for doing so
3.3	describe how to maximise the use of resources and reduce wastage
3.4	describe how to record wastage and waste transfer and why this is important
3.5	identify how and where waste should be disposed of
3.6	state the benefits of routine maintenance of resources, and where manufacturers' instructions can be found
3.7	state why it is important to return unused and reusable resources to the appropriate place/s, and where these are
3.8	describe how and where unwanted resources should be disposed of.

Learning outcome	
The learner will:	
4	Conserve or dispose of resources where appropriate
Assessment criteria	
The learner can:	
4.1	minimise the wastage of resources
4.2	carry out routine maintenance of resources in accordance with manufacturers' instructions
4.3	dispose of unwanted resources in line with organisational procedures and manufacturers' instructions
4.4	return unused and reusable resources to the appropriate places promptly.

Unit 207 Maintain grounds of premises and facilities

UAN:	**H/601/6513**
Level:	Level 2
Credit value:	3
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about carrying out maintenance, within certain limits, and removing and recycling waste.

Learning outcome
The learner will: 1 Know how to carry out maintenance, and the appropriate conditions for doing so
Assessment criteria
The learner can: 1.1 state the required personal protective equipment and why it is important to wear it 1.2 state the tools and equipment available for use, and which are the most appropriate for the work 1.3 explain why it is important to carry out maintenance only when the ground conditions and weather are suitable, and what these conditions are.

Learning outcome
The learner will: 2 Carry out maintenance according to given instructions
Assessment criteria
The learner can: 2.1 choose the personal protective equipment, hand tools and equipment which are most suitable for the task 2.2 carry out maintenance when the weather and ground conditions are suitable and at the appropriate times 2.3 minimise damage and degradation to the area when maintaining grounds.

Learning outcome
The learner will: 3 Understand how to remove debris and litter from the area, and why this is important
Assessment criteria
The learner can: 3.1 give examples of debris and litter that may need to be removed from grounds 3.2 state why it is important to correctly identify the nature of debris and litter, and the appropriate methods for disposing of these different types of refuse 3.3 state how and where unwanted debris and litter should be disposed of, and to whom queries regarding their safe disposal should be directed 3.4 state the requirements regarding the segregation of waste for disposal and recycling, why these must be adhered to, and the possible consequences of not doing so 3.5 list the collection points to which waste containers must be transferred.

Learning outcome
The learner will: 4 Remove any unwanted debris and litter as instructed
Assessment criteria
The learner can: 4.1 identify the nature of any unwanted debris or litter 4.2 using the appropriate methods, clear any unwanted debris from the area, and dispose in accordance with safe practice 4.3 report any hazardous items or problems affecting the maintenance of the area to the relevant person, 4.4 seek advice regarding the removal and disposal of hazardous items 4.5 make sure completed work areas meet the requirements of the work specification.

Unit 208 Maintain site security and safety

UAN:	**J/601/6522**
Level:	Level 2
Credit value:	3
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	The aim of this unit is for the candidate to understand and carry out site security according to instructions.

Learning outcome
The learner will: 1 Understand the principles of site security and safety
Assessment criteria
The learner can: 1.1 describe the equipment checks and personal safety precautions which must be taken, and the consequences of not doing so 1.2 give examples of the types of security breach which could occur 1.3 state the person(s) to whom any security breach should be reported, and the consequences of not doing so 1.4 describe the limits of own competence and responsibility for rectifying security breaches, and how to rectify them 1.5 state the organisation's requirements and own personal instructions for security monitoring, and why it is important that these are followed correctly 1.6 describe why it is important to keep accurate records, what the records should contain and where they should be stored 1.7 identify the other people involved in maintaining site security and why it is important to liaise with them.

Learning outcome
The learner will: 2 Carry out site security monitoring according to instructions
Assessment criteria
The learner can: 2.1 follow instructions for carrying out security monitoring 2.2 take all necessary precautions to minimise risk to self and others during security monitoring

2.3	liaise with others involved when maintaining site security
2.4	identify breaches of security
2.5	report any breaches of security to the appropriate person.

Learning outcome
The learner will: 3 Understand how to monitor security systems
Assessment criteria
The learner can: 3.1 describe the checks which must be carried out on security and emergency equipment, and the regularity with which this must be done 3.2 describe how to recognise malfunctions and/or damage to the equipment 3.3 identify the person to whom equipment malfunctions should be reported, and the possible consequences of failing to do this.

Learning outcome
The learner will: 4 Carry out the appropriate checks on security and emergency equipment
Assessment criteria
The learner can: 4.1 carry out the necessary checks on security and emergency equipment according to manufacturers' instructions and legislative requirements 4.2 promptly report any equipment malfunction 4.3 take action to address security and safety issues, within the limits of own competence and responsibility 4.4 keep accurate records of the outcomes of safety and security monitoring, and store them appropriately.

Unit 209 Control the use of premises and facilities

UAN:	**H/601/6527**
Level:	Level 2
Credit value:	4
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit covers knowing and understanding customer requirements when using the premises and facilities and how to deal with problems that may occur. This unit is also about enabling contractors to use the premises and facilities and monitoring that usage.

Learning outcome
The learner will: 1 Understand the importance of user needs and requirements when using premises and facilities
Assessment criteria
The learner can: 1.1 explain the importance of confirming customer requirements for the use of premises and facilities 1.2 describe the factors to take into account when checking the availability and suitability of premises and facilities 1.3 state the limits of own competence and responsibility in responding to customer needs and requests 1.4 give examples of customers' needs during their use of the premises and facilities 1.5 describe users' requirements for servicing the premises and facilities during their use.

Learning outcome
The learner will: 2 Find out customer requirements and prepare the premises and facilities accordingly
Assessment criteria
The learner can: 2.1 confirm user requirements for the use of the premises and facilities 2.2 confirm that the required premises and facilities are available and

	suitable for their intended use
2.3	prepare the premises and facilities according to instructions.

Learning outcome
The learner will:
3 Know how to comply with health and safety regulations during contractor/customer visits
Assessment criteria
The learner can:
3.1 outline the approved procedures when organising access, security and health and safety arrangements
3.2 list the approvals required for different types of contractor activities
3.3 state the importance of checking that approvals have been granted by the appropriate person/s
3.4 give examples of the types of problems which can arise during the customer's use of the premises and facilities
3.5 describe the procedures to deal with such problems during the customers' use of premises and facilities
3.6 describe the relevant emergency procedures for the premises and facilities
3.7 describe the checks to ensure premises and facilities are left safe and secure after use
3.8 list the types of records to be kept.

Learning outcome
The learner will:
4 Know how to monitor the use of premises and facilities by contractors
Assessment criteria
The learner can:
4.1 state the appropriate access points and access arrangements for contractors
4.2 list own instructions for monitoring contractor activities, and the possible consequences of not adhering to them
4.3 outline the expected standards of contractor attendance, conduct and adherence to site health and safety legislation
4.4 state the importance of giving accurate feedback to management on the outcomes of the monitoring.

Learning outcome
The learner will:
5 Enable the use of premises and facilities by contractors according to instructions
Assessment criteria
The learner can:
5.1 check with the appropriate person/s that approval has been granted for contractor activity
5.2 check access, security and health and safety arrangements in accordance with approved procedures

5.3	provide information to contractors and customers on emergency procedures and exit points
5.4	provide access to premises and facilities for approved contractors according to instructions
5.5	follow specialist procedures for allowing access to premises and facilities.

Learning outcome
The learner will:
6 Monitor the use of premises and facilities by contractors according to instructions
Assessment criteria
The learner can:
6.1 monitor contractor activities in accordance with instructions
6.2 follow approved procedures to respond to problems with contractor use of premises and facilities
6.3 ensure that premises and facilities are left safe and secure after use
6.4 complete records of the premises and facilities use and pass them on to the appropriate person
6.5 provide feedback to management on the outcomes of monitoring.

Unit 210 Work safely at heights

UAN:	**R/600/6348**
Level:	Level 2
Credit value:	3
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about working safely at heights, inside or when working outside. It includes assessing the risks involved, taking all suitable precautions and following the correct procedures. For the purpose of this unit a height is defined as a place from which a person could be injured by falling, regardless of whether it is above, at or below ground level. This unit applies to individuals who work at heights, including those working for example on gantries, ladders or similar structures from where this is a danger of falling.

Learning outcome
The learner will: 1 understand how to work safely at heights
Assessment criteria
The learner can: 1.1 describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others 1.2 describe individual responsibilities relating to maintaining safe working practices 1.3 describe procedures when working at heights and how these link to health and safety legislation 1.4 describe the risks associated with working at heights especially when carrying and handling objects 1.5 describe how risks associated with working at heights can be controlled 1.6 describe precautions which should be taken to minimise risks associated with working at heights 1.7 describe organisational requirements for preparing for and working at heights 1.8 describe organisational requirements for using, cleaning and storing:

- height access equipment
- personal protective equipment

1.9 describe how to operate fall protection equipment.

Learning outcome
The learner will: 2 be able to work safely at heights
Assessment criteria
The learner can: 2.1 carry out the work following an agreed plan 2.2 assess the risks taking into account the potential dangers of: • falling • dropping tools and debris • stability of ladders • the working area • overhead cables • equipment • other people in the vicinity 2.3 take precautions to address identified risks 2.4 check that personal protective equipment is functioning properly 2.5 select and wear appropriate personal protective equipment including, where relevant, full body harness 2.6 check that safety barriers are in place around the working area 2.7 check that there is a permit to work, where required, before working at heights 2.8 carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use 2.9 check that height access equipment is deployed and secure 2.10 maintain frequent communication with the appropriate person 2.11 leave work areas clean, tidy and free of obstructions 2.12 secure height access equipment and personal protective equipment in the correct storage area.

Unit 211 Monitor and maintain electrical and plumbing services

UAN:	**Y/601/6542**
Level:	Level 2
Credit value:	4
GLH:	38
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about working safely when carrying out plumbing and electrical maintenance. The importance of ensuring that all items are functioning correctly after maintenance has taken place is also covered.

Learning outcome
The learner will: 1 Understand how to safely prepare to carry out plumbing and electrical maintenance
Assessment criteria
The learner can: 1.1 state the type of maintenance or repair: • that is required and its extent, • is within own competence and responsibility 1.2 outline the safety regulations and approved codes of practice relevant to electrical and plumbing maintenance 1.3 explain why it is important to always adhere to safety regulations and codes of practice 1.4 state the importance of wearing personal protective equipment 1.5 identify which tools and equipment are most appropriate for the task 1.6 describe the actions which must be taken to warn others of maintenance work 1.7 describe how to isolate equipment from the supply 1.8 state why equipment must be isolated before maintenance is started 1.9 state where to turn off the supply.

Learning outcome
The learner will: 2 Safely prepare to carry out maintenance
Assessment criteria
The learner can: 2.1 choose tools, equipment and personal protective equipment appropriate to the task 2.2 explain why it is important to prevent faulty equipment from being used 2.3 before starting maintenance, isolate the equipment from the supply 2.4 warn others of the work being carried out and the potential impact on premises and facilities.

Learning outcome
The learner will: 3 Know how to carry out basic electrical and plumbing maintenance
Assessment criteria
The learner can: 3.1 describe how to remove faulty components 3.2 state the consequences of failing to dispose of faulty components correctly 3.3 explain why it is important to use the correct replacement parts 3.4 describe the appropriate methods for removing damaged parts and fitting replacement component parts 3.5 give examples of necessary adjustments and how to make them.

Learning outcome
The learner will: 4 Carry out basic electrical and plumbing maintenance according to instructions
Assessment criteria
The learner can: 4.1 use approved safe working practices throughout the task 4.2 remove faulty components and dispose of them appropriately 4.3 remove damaged parts and fit replacement parts or components 4.4 connect the appropriate fittings and components according to procedures and manufacturer's instructions 4.5 make any necessary adjustments and reassemble the equipment following maintenance 4.6 report to the appropriate person any maintenance that cannot be completed 4.7 reconnect the supply according to procedures.

Learning outcome
The learner will: 5 Understand how to carry out post-maintenance checks
Assessment criteria
The learner can: 5.1 state the procedures for reconnecting supply 5.2 describe how to check that equipment is working properly following maintenance 5.3 explain why it is important to leave equipment clean and safe to use.

Learning outcome
The learner will: 6 Carry out the necessary post-maintenance checks
Assessment criteria
The learner can: 6.1 check equipment is working correctly following maintenance 6.2 return tools and equipment to the appropriate area in a condition ready for their next use.

Unit 212 Carry out maintenance and minor repairs

UAN:	**A/600/6344**
Level:	Level 2
Credit value:	3
GLH:	24
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about performing maintenance and minor repairs to items inside and outside of the building, using hand tools and equipment to complete the tasks. Candidates will work carefully to insure that the area where work has been carried out is in keeping with the surrounding area. This unit also covers the importance of ensuring that all items are functioning correctly after maintenance and repairs have taken place.

Learning outcome
The learner will: 1 understand how to prepare to carry out maintenance and minor repairs
Assessment criteria
The learner can: 1.1 state the type and amount of maintenance and repair work that is required 1.2 describe how environmental and other site conditions can influence how work is carried out 1.3 state which tools and equipment are appropriate for the task 1.4 describe the importance of carrying out preparatory work before carrying out repairs 1.5 describe the importance of protecting the surrounding area 1.6 state methods which can be used to protect the surrounding area.

Learning outcome
The learner will: 2 understand how to carry out maintenance and minor repairs
Assessment criteria
The learner can: 2.1 describe safe, approved working practices for carrying out the

	work
2.2	describe how to make sure that the surrounding areas are maintained during maintenance and repair
2.3	describe the importance of retaining the items to be replaced
2.4	describe how to check that items that have been repaired function correctly and why this should be done
2.5	describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out
2.6	describe methods of cleaning tools and equipment
2.7	state the importance of cleaning tools and equipment after use
2.8	state where tools, equipment and un-used materials should be stored.

Learning outcome
The learner will: 3 be able to prepare to carry out maintenance and minor repairs
Assessment criteria
The learner can: 3.1 identify the items that need maintenance and the repair work required 3.2 assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs 3.3 select the hand tools and equipment that are the most appropriate for the task 3.4 protect the immediate surrounding areas throughout the preparations and the work 3.5 apply the appropriate method for repairing damaged areas or surfaces for repair

Learning outcome
The learner will: 4 be able to carry out maintenance and minor repairs
Assessment criteria
The learner can: 4.1 use safe and approved working practices and techniques 4.2 isolate any electrical supplies 4.3 ensure that there are no adverse effects to the finished items or appearance of the surrounding areas 4.4 check that replacement items function correctly and operate safely 4.5 check that the working and surrounding areas match following maintenance and repair work 4.6 report any maintenance or repair work that they are not competent to carry out 4.7 report any cleaning requirements that cannot be carried out 4.8 clean tools and equipment after use 4.9 secure tools, equipment and used materials in the correct storage area.

Unit 213 Operate plant to maintain the quality of pool water

UAN:	**A/601/4492**
Level:	Level 2
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about operating plant to maintain the quality of pool water. Carrying out such operations will involve starting and shutting down plant, working in accordance to health and safety, maintaining pool plant and ensuring all items are functioning as they should. This unit also covers the importance of ensuring that the quality of the water is maintained.

Learning outcome
The learner will: 1 Know how to operate plant to maintain the quality of pool water
Assessment criteria
The learner can: 1.1 describe the manufacturer's instructions and the normal operating procedures for the plant 1.2 identify the chemicals commonly used in pool plant 1.3 for each chemical, identify: • its effect • the hazards associated with it • the control measures that must be put in place to ensure safe use 1.4 outline the emergency action plan for the plant 1.5 identify the records concerning the operation of the plant which need to be kept up to date 1.6 outline how to complete the necessary records 1.7 identify who is the responsible colleague to give records to, and report equipment needing repair to 1.8 outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant.

Learning outcome
The learner will: 2 Know how to start up and shut down plant
Assessment criteria
The learner can: 2.1 describe the importance of following instructions for the operation of the plant 2.2 describe how to set the systems in preparation for start up and shut down 2.3 describe how to begin start up and shut down sequences 2.4 describe how to monitor the plant operation during start up and shut down 2.5 outline how to take corrective action when the normal operating procedures are not met during start up and shut down 2.6 identify the faults and alarms which may occur during start up and shut down.

Learning outcome
The learner will: 3 Be able to start up and shut down plant
Assessment criteria
The learner can: 3.1 make sure the systems are correctly set for start-up and shut-down 3.2 begin the start-up and shut-down sequences following the manufacturer's instructions 3.3 monitor the systems for faults and alarms 3.4 take the correct action to deal with any faults and alarms promptly and according to guidelines 3.5 follow the emergency action plan in the event of any emergencies 3.6 complete all the necessary records accurately and legibly 3.7 make records available to the responsible colleague when required 3.8 ensure plant operates within the recommended parameters and standards laid down by the manufacturer or installer and in accordance with nationally accepted guidelines 3.9 follow all relevant legislation and other safety requirements at all times.

Learning outcome
The learner will: 4 Know how to maintain plant in working order
Assessment criteria
The learner can: 4.1 describe the importance of maintaining plant in good working order 4.2 outline the basic principles of: • filtration • disinfection • circulation • storage • boilers and heating equipment • associated measuring and control equipment 4.3 state the requirements of the maintenance schedule and log sheets 4.4 identify: • normal rates of energy use • normal rates of energy flow • normal levels of pressure • normal temperature 4.5 outline how to carry out the routine tests and maintenance required 4.6 outline how to calculate, monitor and record energy and water usage figures 4.7 outline how to identify items needing repair 4.8 outline what to do when items needing repair are found 4.9 outline how to identify when the plant is not running properly 4.10 outline how to test alarms.

Learning outcome
The learner will: 5 Be able to maintain plant in working order
Assessment criteria
The learner can: 5.1 carry out regular tests, visual and audible checks and routine maintenance according to the prescribed maintenance schedule and log sheet requirements 5.2 identify any items which need repair and report these to the responsible colleague 5.3 take the appropriate action when the normal operating procedures are not being met 5.4 log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant 5.5 monitor the alarms and respond to them following normal operating procedures and the emergency action plan 5.6 complete all the necessary records 5.7 make records available to the responsible colleague when required 5.8 follow all relevant legislation and meet recommended operating conditions at all times.

Learning outcome
The learner will: 6 Know how to ensure the quality of water
Assessment criteria
The learner can: 6.1 state the importance of maintaining the quality and temperature of the water 6.2 outline the basic principles involved in maintaining water quality 6.3 identify the tests and checks which need to be carried out in order to monitor the quality and temperature of the water 6.4 describe how to carry out tests and checks on the quality and temperature of the water 6.5 describe the remedial actions required for a range of chemical contaminants and biological releases into the pool 6.6 describe the importance of uncontaminated test equipment 6.7 describe how to ensure test equipment is not contaminated 6.8 outline the water temperatures which are appropriate for a range of different activities 6.9 describe the types of corrective action to take when water quality and temperature do not meet standards.

Learning outcome
The learner will: 7 Be able to ensure the quality of water
Assessment criteria
The learner can: 7.1 carry out the regular tests, monitoring and sensory inspections according to prescribed water test procedures 7.2 check the water clarity to ensure it remains in optimum condition 7.3 pay careful and ongoing attention to the alarms which monitor water quality 7.4 make sure that test equipment is free from contamination 7.5 take water samples in a way that conforms to normal operating procedures 7.6 take corrective action when normal operating procedures are not being met and in response to bacteriological test results including: • faecal • diarrhoeal • vomit • blood • microbiological 7.7 complete all the necessary records accurately and legibly 7.8 make records available to the responsible colleague when required 7.9 follow all relevant legislation and other safety requirements at all times.

Unit 214 Deal with routine waste

UAN:	**T/600/6326**
Level:	Level 2
Credit value:	3
GLH:	24
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about handling waste in conjunction with cleaning activities and making sure that the waste collection and holding areas are kept clean. This unit requires waste to be handled carefully, ensuring that waste receptacles are handled according to instructions. It is important to maintain personal hygiene when handling waste in order to prevent health and safety risks and to prevent contamination. This unit does not cover non-routine removal of clinical waste or sharps.

Learning outcome
The learner will: 1 understand how to handle routine waste
Assessment criteria
The learner can: 1.1 describe the procedures and methods for preparing self and the work area 1.2 list different types of personal protective equipment 1.3 describe the importance of wearing personal protective equipment and for others to see it being worn 1.4 describe the importance of maintaining personal hygiene when handling routine waste 1.5 state the organisational requirements for handling and disposing of routine waste 1.6 state the correct equipment for handling and disposing of routine waste 1.7 state the arrangements for recycling in the workplace 1.8 describe the approved methods for transferring waste 1.9 describe the organisational requirements for reporting and handling waste spillages.

Learning outcome
The learner will: 2 understand how to handle hazardous and suspicious items
Assessment criteria
The learner can: 2.1 state the importance of checking with the appropriate person before removing hazardous items 2.2 explain the organisational requirements for dealing with suspicious items.

Learning outcome
The learner will: 3 Understand how to deal with waste containers
Assessment criteria
The learner can: 3.1 describe why the location and cleaning of waste areas is important in preventing and controlling pests 3.2 describe the organisational requirements for dealing with waste containers that are damaged 3.3 state the standards of cleanliness required for holding areas, empty holding and collection bins 3.4 state who is responsible for cleaning holding areas, empty holding and collection bins 3.5 state the location of waste holding areas 3.6 describe methods of taking waste to the holding area safely 3.7 describe the organisational requirements for reporting: • dangerous equipment • faulty equipment • danger of disease.

Learning outcome
The learner will: 4 be able to handle routine waste safely
Assessment criteria
The learner can: 4.1 prepare self and the work area to do the task efficiently, correctly and safely 4.2 select and wear appropriate personal protective equipment for the task 4.3 identify the location of the waste holding areas 4.4 identify different categories of waste and deal with them appropriately 4.5 check that waste bags or receptacles are secure before handling 4.6 identify waste to be collected and transferred to a collection point 4.7 ensure that sacks and receptacles are not damaged during handling 4.8 ensure the safety of self and others when handling sacks and receptacles

4.9	check that sacks and receptacles are not damaged once they have been moved
4.10	take appropriate action if a sack or receptacle is damaged
4.11	apply organisational requirements on the safe removal of waste spillages.

Learning outcome
The learner will: 5 be able to deal with waste containers
Assessment criteria
The learner can: 5.1 follow organisational requirements to cut down the risk of contaminating surrounding areas 5.2 follow organisational requirements for reporting signs of pest infestation 5.3 clean waste containers 5.4 replace waste containers or bin liners 5.5 report any faulty or damaged equipment 5.6 secure cleaning equipment, machinery and waste containers to the correct storage are 5.7 follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment.

Unit 215 Deal with non-routine waste

UAN:	**T/600/6343**
Level:	Level 2
Credit value:	3
GLH:	22
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about the handling of non-routine waste, which could for example include hazardous waste such as clinical waste or sharps. It is about following procedures to ensure that waste is clearly labelled and its movement is recorded.

Learning outcome
The learner will: 1 Understand how to handle and label non-routine waste
Assessment criteria
The learner can: 1.1 describe the procedures and methods for preparing self and the work area 1.2 list different types of personal protective equipment 1.3 describe the importance of wearing personal protective equipment and for others to see it being worn 1.4 describe the importance of maintaining personal hygiene when handling non-routine waste 1.5 explain ways to mark, label and record waste and its movement 1.6 explain the importance of marking, labelling and recording waste and its movement correctly 1.7 identify equipment required to dispose of sharps safely 1.8 explain the procedures for disposing of sharps safely 1.9 describe methods for handling and disposing of clinical waste 1.10 describe safe procedures for segregating and sorting waste for recycling.

Learning outcome
The learner will: 2 understand how to handle suspicious items
Assessment criteria
The learner can: 2.1 state ways to identify suspicious items

2.2	explain the organisational requirements for dealing with suspicious items
2.3	state the importance of checking with the appropriate person before removing unidentified items.

Learning outcome
The learner will:
3 understand how to transfer non-routine waste and deal with containers
Assessment criteria
The learner can:
3.1 describe procedures for transferring waste
3.2 describe the methods used to ensure safe carriage of collected waste to the holding areas
3.3 describe the organisational requirements for dealing with sanitation bins
3.4 describe ways to identify problem and hazardous waste
3.5 describe why the location and cleaning of waste areas is important in preventing and controlling pests
3.6 describe the importance of repackaging waste containers that have dangerous residue on the outside
3.7 describe the organisational requirements for reporting and handling waste spillages
3.8 state the standards of cleanliness required for holding areas, empty holding and collection bins.

Learning outcome
The learner will:
4 Be able to handle and label non-routine waste safely
Assessment criteria
The learner can:
4.1 prepare self and the work area to do the task efficiently, correctly and safely
4.2 select and wear appropriate personal protective equipment
4.3 identify the location of the waste holding areas
4.4 check that storage containers are securely sealed before handling
4.5 check that seals on storage containers are unbroken after moving
4.6 identify waste to be collected and transferred to a collection point and follow correct handling procedures
4.7 identify the waste material for collection and segregate or sort before disposal to collection point
4.8 mark the origin of waste clearly
4.9 label and record movement of waste
4.10 ensure the safety of self and others when handling sacks and receptacles
4.11 use the handles provided to move rigid containers
4.12 identify sharps that require special handling and use the pick up kit or specific box for their disposal
4.13 check with the appropriate person before removing unidentified items.

Learning outcome
The learner will: 5 Be able to transfer non-routine waste and deal with containers
Assessment criteria
The learner can: 5.1 ensure that containers of waste materials are taken safely to the right place and secured if necessary 5.2 follow organisational requirements to cut down the risk of contaminating surrounding areas 5.3 follow organisational requirements for reporting: • signs of pest infestation • faulty/broken equipment 5.4 clean waste containers following organisational requirements 5.5 replace bin liners and set up fresh containers 5.6 leave clean containers in the correct place and in a condition which is fit for use 5.7 apply organisational requirements on the safe removal of waste spillages 5.8 leave holding areas clean when finished 5.9 secure cleaning equipment, machinery and waste containers to the correct storage area 5.10 follow procedures for the removal, cleaning and disposal of used personal protective equipment.

Unit 216 Deep clean equipment in premises and facilities

UAN:	**L/601/6554**
Level:	Level 2
Credit value:	6
GLH:	39
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about conducting specialised cleaning to non-routine equipment and surfaces; this may involve the use of specialist equipment, chemicals and treatments. In food businesses, it is important to take into account the businesses' food safety management procedures.

Learning outcome
The learner will: 1 Understand how to prepare for deep clean equipment and surfaces
Assessment criteria
The learner can: 1.1 explain the importance of having an up to date cleaning specification and where it can be found 1.2 state the importance of maintaining standards of personal hygiene when cleaning 1.3 state the importance of removing personal items prior to cleaning and where they should be stored 1.4 state the importance of wearing appropriate personal protective equipment and for others to see it being worn 1.5 describe the best methods and materials for carrying out deep cleaning identifying possible alternatives 1.6 explain how the following factors might affect the type of cleaning required: • type of soiling • type of surface • position • amount of soiling 1.7 explain how to check that the equipment and surface is suitable for the treatment 1.8 explain the importance of reporting damaged and deteriorating

surfaces
1.9 state why the selected treatment might not be suitable
1.10 explain the importance of reporting immediately any concerns about the deep clean
1.11 state how to ventilate the work area
1.12 state additional customer or manufacturer's standards that may need to be applied to the work surface and equipment.

Learning outcome

The learner will:

2 Understand how to deep clean equipment and surfaces

Assessment criteria

The learner can:

2.1 describe why there are checks and restrictions in place for the use of deep cleaning equipment
2.2 describe how to check that equipment is in safe working order
2.3 state the organisational requirements for reporting problems with equipment
2.4 state the importance of removing superficial dust and debris
2.5 describe how to soften ground-in soil and stains
2.6 state the importance of softening ground in soiling
2.7 explain how to select the most appropriate place to carry out test cleans
2.8 explain why test cleans should be carried out before applying treatments
2.9 explain why treatments should be applied evenly
2.10 state when equipment and surfaces should be pre-treated
2.11 state how long the treatment should take to work
2.12 state where to find manufacturer's instructions for:
- disassembling and re-assembling equipment
- applying treatments
- operating equipment

2.13 state why it is important to follow manufacturer's and organisational requirements.

Learning outcome

The learner will:

3 Understand how to restore the deep clean area

Assessment criteria

The learner can:

3.1 describe what to look for when checking the cleaned area and equipment
3.2 state what treatments require rinsing
3.3 describe why and how rinsing of treatments should be carried out
3.4 state the organisational requirements for reporting soiling or stains that cannot be removed
3.5 state factors which might mean another treatment is required
3.6 describe the importance of putting items back to their original place after cleaning

3.7	describe how to check for pest infestation
3.8	state the organisational requirements for reporting pest infestations
3.9	state why it is important to check that equipment is working properly
3.10	explain the procedures for the disposal of used and unused treatments and why this is important
3.11	state the importance of cleaning equipment after use
3.12	state where cleaning treatments, equipment and machinery should be stored
3.13	describe the importance of cleaning and checking personal protective equipment after use
3.14	state the organisational requirements for storing and disposing of personal protective equipment.

Learning outcome
The learner will:
4 Be able to prepare to deep clean equipment and surfaces
Assessment criteria
The learner can:
4.1 locate the relevant cleaning specification and describe what is required to do the task
4.2 remove personal items and store them correctly
4.3 select and wear appropriate personal protective equipment for the task
4.4 select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling
4.5 check that the equipment is serviceable
4.6 check that the surface and equipment is suitable for the planned treatment
4.7 report damaged equipment and surfaces which are deteriorating
4.8 contact the appropriate person for advice on: • soiling • surfaces that could be damaged by cleaning • health risks of using a substance
4.9 check the work area for factors which may affect the clean
4.10 ensure that power supplies are isolated and protected during cleaning
4.11 ventilate the work area
4.12 check for authorisation to use any deep cleaning equipment prior to use
4.13 check whether there are any additional requirements from the customer regarding the deep clean
4.14 report any reasons for not using the specified equipment.

Learning outcome
The learner will: 5 Be able to undertake deep cleaning of equipment and surfaces
Assessment criteria
The learner can: 5.1 remove superficial dust and debris before starting the deep clean 5.2 soften ground-in soil and stains before trying to remove them 5.3 conduct a test clean in an area where marks are least likely to be noticed 5.4 follow manufacturer's instructions when disassembling equipment 5.5 apply the treatment safely, evenly and methodically following manufacturer's instructions and without over-wetting or damaging the surface 5.6 ensure that absorbent patches are pre-treated and that stubborn and ingrained stains are given concentrated treatment 5.7 protect furniture and equipment in areas where a wet treatment is being used 5.8 follow the manufacturer's and organisational requirements in the safe use and disassembly of machinery and equipment 5.9 ensure safety of self and others throughout the cleaning process.

Learning outcome
The learner will: 6 Be able to restore the work area for use
Assessment criteria
The learner can: 6.1 check the cleaned surface for an even appearance 6.2 ensure the surface is left free from dirt and excess moisture 6.3 rinse treated surfaces if necessary without disturbing the surrounding area 6.4 apply protective coatings and treatments if necessary 6.5 reinstate the work area 6.6 check that no residues remain on furniture and equipment 6.7 check for and report any signs of pest infestation 6.8 check that equipment with moving parts is working after the deep clean 6.9 report any defects and damage caused during cleaning 6.10 dispose of used and un-used solutions according to manufacturer's instructions 6.11 clean the equipment after use 6.12 store cleaning agents and treatments in a safe and secure place 6.13 store the equipment after use.

Unit 217 Handle mail

UAN:	**T/601/2479**
Level:	Level 2
Credit value:	3
GLH:	17
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about handling internal and external mail and packages within the service requirements of an organisation.

Learning outcome
The learner will: 1 Understand security procedures when handling mail or packages
Assessment criteria
The learner can: 1.1 explain the purpose of security procedures for handling mail or packages 1.2 give examples of security procedures for handling mail in organisation(s).

Learning outcome
The learner will: 2 Understand the range of available internal and external mail services
Assessment criteria
The learner can: 2.1 explain the purpose of distributing and dispatching mail to the correct recipient within agreed timescales 2.2 state the organisational structure and names, roles and locations of individuals and teams 2.3 give examples of internal and external mail services available to organisations 2.4 give reasons for selecting internal and external mail services 2.5 describe the methods of calculating postage charges for mail or packages 2.6 describe the types of problems that may occur with incoming and outgoing mail and how to deal with these.

Learning outcome
The learner will: 3 Be able to receive, distribute and collect internal mail or packages
Assessment criteria
The learner can: 3.1 receive, check and sort incoming mail or packages 3.2 identify and deal with unwanted junk mail or damaged items 3.3 identify and deal with suspicious items 3.4 distribute incoming mail or packages 3.5 collect, sort and prioritise outgoing mail or packages.

Learning outcome
The learner will: 4 Be able to follow procedures for despatching mail or packages
Assessment criteria
The learner can: 4.1 identify best options for despatching mail 4.2 agree a cost for despatching mail or packages 4.3 arrange services to collect outgoing mail or packages, if required 4.4 identify and prepare items for urgent or special delivery, where necessary 4.5 calculate correct postage charges for outgoing mail or packages 4.6 record postage costs 4.7 despatch outgoing mail or packages to agreed timescale.

Learning outcome
The learner will: 5 Be able to resolve, report or refer problems that may occur in handling mail or packages
Assessment criteria
The learner can: 5.1 identify where a problem may exist with incoming and outgoing mail or packages 5.2 resolve, report or refer problems with incoming and outgoing mail or packages.

Unit 218 Support the co-ordination of an event

UAN:	**D/601/2508**
Level:	Level 2
Credit value:	3
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about supporting the co-ordination and delivery of an event.

Learning outcome
The learner will: 1 Understand the role and purpose of supporting the co-ordination of an event
Assessment criteria
The learner can: 1.1 describe the range of support activities that may be required when supporting the co-ordination of an event 1.2 identify the responsibilities involved in supporting the co-ordination of an event 1.3 describe the types of problems that may occur during events and how to deal with these 1.4 describe the points to observe when clearing and vacating an event 1.5 describe the types of follow-up activities that may be required to carry out the co-ordination of an event.

Learning outcome
The learner will: 2 Be able to support the co-ordination of an event
Assessment criteria
The learner can: 2.1 contribute to the co-ordination of an event by: • preparing the venue and making sure all necessary resources and supporting activities are in place • arranging resources during an event, in line with agreed plans • helping delegates to feel welcome • meeting delegates' needs throughout an event • resolving or referring problems, as required • liaising with the management of the venue to make sure facility

resources are in place

- clearing, and vacating the venue according to the terms of the contract
- preparing and circulating papers, or completing other follow up actions following the event, if required.

Unit 219 Moving and transporting individuals within a healthcare environment

UAN:	**K/602/4029**
Level:	Level 2
Credit value:	2
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about transporting individuals in an internal or external environment. Carrying out this unit will involve knowledge of the organisations working practices, policies and procedures.

Learning outcome
The learner will: 1 Understand own responsibilities and accountability in relation to policies and protocols in relation to moving and transporting individuals
Assessment criteria
The learner can: 1.1 identify local policies and protocols affecting work practice 1.2 describe own responsibilities 1.3 define the term accountability in relation to own role 1.4 explain why it is important to work within the limits of own competence and seek advice when required.

Learning outcome
The learner will: 2 Know how to move and transport individuals
Assessment criteria
The learner can: 2.1 describe safe techniques to be used when moving and handling an individual 2.2 explain how take into account the following when moving and transporting an individual: • the nature of illness and injury • types of records or documentation accompanying them • types of medical equipment accompanying them

2.3 describe the types of transportation equipment available
2.4 describe the geography of the work area and how it effects own role in moving and transporting
2.5 explain how and when to use personal protective equipment
2.6 describe circumstances under which an individual escort may be required.

Learning outcome

The learner will:

3 Be able to prepare to move and transport individuals

Assessment criteria

The learner can:

3.1 confirm the individual's identity and gain valid consent
3.2 communicate with relevant staff to confirm:
- the purpose of the move
- needs of the individual in relation to the move

3.3 check all details and documentation with relevant people prior to the move
3.4 communicate with the individual to introduce self, the purpose of the move and agree how this will be done
3.5 assess transportation equipment for safety and function
3.6 support the individual to move onto transportation equipment in line with local policy and protocol and maintaining their dignity
3.7 secure medical equipment and accompanying documentation for transportation.

Learning outcome

The learner will:

4 Be able to move and transport individuals

Assessment criteria

The learner can:

4.1 use the most suitable route in line with the individual's needs and preferences
4.2 support the individual throughout the move in accordance with:
- their preferences
- the nature of illness or injury
- their dignity, privacy and comfort

4.3 maintain compliance with health and safety guidance at all times
4.4 use transportation equipment in line with local policy and protocol
4.5 explain the action to be taken in accordance with local policy or protocol if any problems arise
4.6 apply standard precautions for infection control.

Learning outcome
The learner will: 5 Be able to complete the move
Assessment criteria
The learner can: 5.1 hand over the individual to others in line with local policy and protocol 5.2 pass on documentation and information in line with local policy and protocol 5.3 assist with any further movement of the individual 5.4 return any transportation equipment to its location.

Unit 220 Provide reception services

UAN:	**K/601/2480**
Level:	Level 2
Credit value:	3
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about providing a reception service in a business environment. Completing this unit will involve the candidate having knowledge of the organisation's working practices, policies and procedures. It is important that areas for improvement in the reception services and self development are explored.

Learning outcome
The learner will: 1 Understand the purpose of reception services in a business environment
Assessment criteria
The learner can: 1.1 explain the purpose of the receptionist role as the first point of contact between the public / client and an organisation 1.2 explain the purpose of presenting a positive image of self and the organisation 1.3 explain how to present a positive image of self and the organisation.

Learning outcome
The learner will: 2 Understand the procedures to be followed when providing reception services
Assessment criteria
The learner can: 2.1 describe the structure and lines of communication in an organisation 2.2 explain how the structure in an organisation affects lines of communication 2.3 explain the purpose of entry, departure, security and confidentiality procedures, including own responsibilities 2.4 explain how to carry out entry, departure, security and

	confidentiality procedures in a reception area
2.5	explain the purpose of health and safety procedures when providing a reception service, including own responsibilities
2.6	explain how to carry out health and safety procedures in a reception area
2.7	describe the emergency procedures and your role within them
2.8	describe the types of problems that may occur with visitors including, conflict and aggression
2.9	explain ways of dealing with problems and when to refer them to an appropriate colleague.

Learning outcome
The learner will:
3 Understand ways of improving reception services and developing own role
Assessment criteria
The learner can:
3.1 explain the purpose of suggesting ideas for improving a reception area
3.2 explain the purpose of carrying out additional duties, if applicable, and give examples.

Learning outcome
The learner will:
4 **Provide a reception service**
Assessment criteria
The learner can:
4.1 present a positive image of self and the organisation
4.2 provide individuals with requested information and other useful information, within guidelines on confidentiality
4.3 follow entry and exit security procedures, if required
4.4 follow relevant health and safety procedures
4.5 deal with problems that may occur, if necessary
4.6 refer problems, as required
4.7 make sure a reception area gives a positive image of the organisation
4.8 make suggestions for improving a reception area, as required
4.9 follow organisational procedures in the event of an accident or emergency, as required
4.10 look for and complete additional task(s) during quiet periods, as required.

Unit 221 Clean and maintain internal surfaces and areas

UAN:	**K/600/6324**
Level:	Level 2
Credit value:	4
GLH:	33
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

Learning outcome
The learner will: 1 Understand how to prepare to clean and maintain internal surfaces and areas
Assessment criteria
The learner can: 1.1 describe the sequence for cleaning to avoid re-soiling 1.2 list the permits and checks that may be required to work on the premises 1.3 state the procedures for entering and leaving the workplace 1.4 state the standards of appearance and behaviour required in the workplace 1.5 state the importance of personal hygiene when cleaning 1.6 describe how the following factors can influence the cleaning method used: • manufacturer's instructions • risk • efficiency • access • time • surface • type of soiling 1.7 state how to inspect a work area to decide what cleaning needs to be carried out 1.8 state the importance of wearing the required personal protective equipment and for others to see it being worn

1.9	state the importance of following a work schedule
1.10	describe the best methods and materials for carrying out a specific task identifying possible alternatives
1.11	state why different equipment should be used for different tasks
1.12	state the importance of using the correct colour coded equipment.

Learning outcome
The learner will: 2 Understand how to clean and maintain internal surfaces
Assessment criteria
The learner can: 2.1 describe how to avoid causing injury or damage when cleaning 2.2 state the amount of time allowed for completing the activity 2.3 state what results are expected from each cleaning activity 2.4 state the techniques to use with chosen equipment and materials 2.5 describe the consequences of: • using wrong equipment • using wrong materials • not following manufacturer's instructions 2.6 state how to change between cleaning methods to cope with different types of soiling and surface 2.7 describe methods that can be used for different types of soiling and surface 2.8 state how to identify pest infestation and the action needed to deal with it 2.9 state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this 2.10 state the importance of checking the quality of work as it is being done 2.11 state tasks that are outside of own responsibility 2.12 describe the organisational requirements for dealing with and reporting accidental damage.

Learning outcome
The learner will: 3 Know how to complete the cleaning activity
Assessment criteria
The learner can: 3.1 state why tools and equipment should be cleaned after use 3.2 state the location of the storage areas for equipment and materials 3.3 state why storage areas should be kept clean, safe and secure 3.4 describe the organisational requirements for organising replacement and extra resources.

Learning outcome
The learner will: 4 Be able to prepare to clean and maintain internal surfaces and areas
Assessment criteria
The learner can: 4.1 follow the correct procedure for entering and leaving the workplace 4.2 identify the area to be cleaned and taking into account different types of surfaces and areas 4.3 inform appropriate people know when cleaning is taking place and when it will be completed 4.4 select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling 4.5 select and wear appropriate personal protective equipment for the task 4.6 ensure that all surfaces are accessible and can be reached to carry out adequate cleaning 4.7 deal with unattended items following organisational requirements 4.8 ventilate the area.

Learning outcome
The learner will: 5 Be able to clean and maintain internal surfaces
Assessment criteria
The learner can: 5.1 remove loose dirt, debris and detritus prior to cleaning 5.2 use the correct cleaning method for the work area, type of soiling and surface 5.3 follow the sequence for cleaning in order to avoid re-soiling 5.4 assess the actions required to prevent disturbance to others when cleaning 5.5 avoid obstructions to access when using cleaning equipment and power leads 5.6 select and display appropriate warning signs 5.7 adapt the cleaning method according to the available equipment, materials and problems identified 5.8 report any difficulties in carrying out the work in line with organisational requirements 5.9 deal with spillages using the equipment, materials and method appropriate to the surface and type of spillage 5.10 report any additional cleaning required that is outside own responsibility or skill.

Learning outcome
The learner will: 6 Be able to complete the cleaning process
Assessment criteria
The learner can: 6.1 replenish supplies or consumables 6.2 leave the area clean and dry 6.3 secure cleaning equipment, materials and personal protective equipment in the correct storage area 6.4 organise replacement resources as required.

Unit 222 Introduction to equality and inclusion in health, social care or children's and young people's settings

UAN:	**L/601/5471**
Level:	Level 2
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about understanding the importance of equality and inclusion and working in a way that displays this. It also includes knowing how to access information on equality and inclusion.

Learning outcome
The learner will: 1 Understand the importance of equality and inclusion
Assessment criteria
The learner can: 1.1 explain what is meant by: • diversity • equality • inclusion • discrimination 1.2 describe ways in which discrimination may deliberately or inadvertently occur in the work setting 1.3 explain how practices that support equality and inclusion reduce the likelihood of discrimination.

Learning outcome
The learner will: 2 Be able to work in an inclusive way
Assessment criteria
The learner can: 2.1 identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role 2.2 show interaction with individuals that respects their beliefs, cultures, values and preferences

2.3	describe how to challenge discrimination in a way that encourages change.

Learning outcome
The learner will: 3 Know how to access information, advice and support about diversity, equality and inclusion
Assessment criteria
The learner can: 3.1 identify a range of sources of information, advice and support about diversity, equality and inclusion 3.2 describe how and when to access information, advice and support about diversity, equality and inclusion.

Unit 223 Transport physical resources within the work area

UAN:	**J/502/1404**
Level:	Level 2
Credit value:	2
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit is about using both manual and powered transportation equipment. Carrying out such transportation will involve knowledge on health and safety, legal requirements, codes of practice and organisational policies and procedures.

Learning outcome
The learner will: 1 Be able to transport physical resources within the work area
Assessment criteria
The learner can: 1.1 transport resources using powered or manual transportation equipment 1.2 minimise damage to the resources and environment during manoeuvres and transit 1.3 ensure that load is secure and protected from contamination and adverse weather conditions 1.4 monitor load during transit and take action if required 1.5 provide clear and accurate information for recording purposes.

Learning outcome
The learner will: 2 Be able to select, use and maintain relevant equipment
Assessment criteria
The learner can: 2.1 select appropriate equipment for this area of work 2.2 use equipment according to relevant legislation 2.3 prepare, maintain and store equipment in a safe and effective working condition.

Learning outcome
The learner will: 3 Be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.

Learning outcome
The learner will: 4 Know how to transport physical resources within the work area
Assessment criteria
The learner can: 4.1 describe the ways of handling transportation equipment to minimise damage to resources in transit 4.2 describe the methods of protecting resources from contamination and adverse weather conditions during transit 4.3 state the reasons for monitoring loads during transit and the actions to take in case of problems with: • imbalance • contamination • adverse weather.

Learning outcome
The learner will: 5 Know the types of equipment required and how to maintain them
Assessment criteria
The learner can: 5.1 describe the equipment which will be required for the activity and relevant legal restrictions on operation 5.2 describe the methods of maintaining the equipment used.

Learning outcome
The learner will: 6 Know relevant health and safety legislation and environmental good practice
Assessment criteria
The learner can: 6.1 outline the current health and safety legislation, codes of practice and any additional requirements.

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**.

Centre Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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**: how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

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www.cityandguilds.com

Useful contacts

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

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