

Level 2 N/SVQ in Cleaning and Support Services (7698)

Standards and assessment requirements

500/4326/2

www.cityandguilds.com
April 2009
Version 1.1



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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

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1 Introduction

1.1 About this document

This document contains the information that centres need to offer the following [National Vocational Qualifications (NVQs)/Scottish Vocational Qualifications (SVQs):

Qualification title	City & Guilds qualification number	QCA accreditation number(s)
Level 2 NVQ in Cleaning and Support Services (7698)	7698 – 02 & 92	500/4326/2

This document contains details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms

2 About the qualification

Background to the National Occupational Standards (NOS) development

This NVQ is based on the revised occupational standards for Cleaning and Support Services which have been produced as a result of consultation with industry and providers and meet current industry needs.

Contacting the Standards Setting Bodies

This qualification is based on the National Occupational Standards (NOS) developed by:

Name of SSC	Asset Skills
Address	Asset Skills, 2 nd Floor, Sol House, 19 St Katherine's Street, Northampton, NN1 2QZ
Telephone	01604 233336
Fax	01604 233573
e-mail	northampton@assetskills.org
URL	www.assetskills.org

Imported units

The following units in this qualification have been imported from the National Occupational Standards (NOS) developed by other Standards Setting Bodies (SSBs):

Unit 201	Make sure your own actions reduce risks to health and safety (ENTO Unit HSS1)
Unit 220	Work safely at heights (PSSL Unit 4.1.6)

Name of SSC	ENTO
Address	Kimberley House, 47 Vaughan Way, Leicester LE1 4SG, Registered in England: 3179208
Telephone	0116 251 7979
Fax	0116 251 1464
e-mail	info@ento.co.uk
URL	http://www.ento.co.uk

Apprenticeship frameworks

The NVQ will form part of the Asset Skills Apprenticeship Framework. Full details of the requirements of the apprenticeship frameworks for the sector are available from Asset skills (above):

Accreditation details

This qualification is

- accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework
- For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.

2 About the qualification

2.1 Publications and sources of information

This document has been designed to be used with the City & Guilds *N/SVQ Guides*:

Publication	Content	Available from
<i>Logbook</i>	Forms both centres and candidates may use to record evidence.	City & Guilds website

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- ***Providing City & Guilds qualifications – a guide to centre and qualification approval*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- ***Ensuring quality*** contains updates on City & Guilds assessment and policy issues.
- ***Centre toolkit*** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.
- ***Online Catalogue*** contains details of general regulations, registration and certification procedures and fees. This information is also available online.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

3 Candidate entry requirements and progression

Candidate work role requirements

This NVQ is for those working in the Cleaning industry / profession.

Candidate entry requirements

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

Age restrictions

There are no age limits attached to candidates undertaking the N/SVQ unless this is a legal requirement of the process or the environment. Otherwise, there are no formal entry requirements for candidates undertaking this qualification; however centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

Progression routes

Successful completion of Level 2 NVQ in Cleaning and Support Services would allow candidate to progress to the following:

- Level 2 Certificate in Cleaning Science
- Level 3 Diploma in Cleaning Services Supervision
- Level 2 Introductory Certificate in Team Leading (ILM)
- Level 2 Certificate in Team Leading (ILM)

4 Centre resource requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification [Level 2 NVQ in Cleaning and Support Services (7696-21-27)] may apply for approval for the new [Level 2 NVQ in Cleaning and Support Services (7698)] using the **fast track form**, available from the regional/national office or City & Guilds website.

Centres may apply to use offer the new qualification[s] using the fast track form

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

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

4 Centre resource requirements

4.2 Centre resources

In addition to the resources required for centre approval some NVQ schemes have requirements with which centres must comply:

Facilities and equipment

You must ensure the facilities and equipment used are suitably matched against units chosen for assessment.

Time constraints

Normally it is expected that this NVQ Level 2 should be completed within 2 years of registration.

4 Centre resource requirements

4.3 Registration and certification

Registration and certification period

Centres should be aware of time constraints regarding the registration and certification periods for the NVQ, as specified in the City & Guilds *Online Catalogue*.

Please check the *Online Catalogue* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates

5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed for the Level 2 NVQ in Cleaning and Support Services, by Asset Skills.

Assessment principles

The following principles will apply

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

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

Eg If the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.

- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity (ies) until satisfied that due regard to health and safety is being taken.

Simulation

There are a few occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

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

Simulation may be necessary for specific elements of the units. Please refer to your external verifier for future guidance.

Centres must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real work situation. In particular:

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

Witness Testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Awarding Body guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

Recognition of prior learning and experience

Evidence from past achievement may be included as permissible evidence within NVQ assessment methods.

Evidence of knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to aspects of knowledge and understanding detailed in the National Occupational Standards and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.

All candidates must demonstrate current competence with respect to accreditation of prior learning (APL).

Evidence requirements

Whilst there are no required number of observations it is important that evidence must show consistency and competency over time.

6 Roles and occupational expertise requirements

These requirements have been extracted from the Asset Skills assessment strategy agreed with awarding bodies.

Internal verifiers

This criteria will apply to existing and new Internal Verifiers.

Internal Verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.

Internal Verifiers should be seen as the person responsible for an approved centre's-assessment quality in order to facilitate the assessment process and should be one of the following:

Internal Verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors

Or

Acting as a counter-signatory on a short term basis, a maximum period of 18 months, where Internal Verifier(s) have not yet achieved their V1 award.

Internal Verifiers will either:

Hold an appropriate internal verifier qualification (D34 or V1) , or be working towards a V1 qualification.

In England, Wales and Northern Ireland all new internal verifiers should achieve unit V1 within 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a Verifier who has gained certification.

In Scotland, all new Verifiers should have an assessment plan for achieving the V1 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of V1 during centre visits

All new Internal Verifiers must hold units A1 and/or A2

Or

Where employers opt for an '**employer direct**' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

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

Achieving the appropriate regulatory body approved unit qualifications for internal verification

OR

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the Awarding Body as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Body.

- It is desirable that all Internal Verifiers hold a relevant cleaning qualification

Internal Verifiers will:

- have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by
 - curriculum vitae and references
 - possession of a relevant NVQ/SVQ
 - corporate membership of a relevant professional institution
- have expertise so they have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- have a sound in-depth knowledge of, and uphold the integrity of the NOS and this Assessment Strategy
- be prepared to participate in training activities for their continued professional development
- demonstrate their ability to maintain occupational competence by continuous professional development
- have completed continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification
- have knowledge of the requirements and application of the Asset Skills Cleaning Services assessment strategy
- provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice
- Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development

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

Assessors

Assessors are appointed by an Approved Centre and approved by the Awarding Body through their External Verifier. Assessors should only assess in their area of technical and occupational competence as approved by their Awarding Bodies.

Assessors should be one of the following:

Employed directly or contractually by the same organisation (centre) as the candidate

Or

Acting as a counter signatory on a short term basis (18 months) where the Centre Assessor has not yet achieved their A1 or A2 awards.

Assessors should have the following:

Either:

Hold D32 and/or D33 or A1 and or A2 or be working towards A1 and/or A2 Assessor Awards.

In England, Wales and Northern Ireland, new Assessors must achieve unit A1 or A2 within 18 months of beginning assessment duties. Assessment decisions by Assessors who are still working towards certification must be countersigned by an Assessor who has gained certification.

In Scotland, all new Assessors should have an assessment plan for achieving A1 or A2 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of A1 or A2 during centre visits.

Candidates in possession of a TQFE without having an appropriate A1 or A2 award should undertake continuing professional development to demonstrate that they are working to the appropriate A Unit standard.

Or:

Where employers opt for an **'employer direct'** model, the qualification requirements specified by the regulatory authorities may be waived as described below.

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

Achieving the appropriate regulatory body approved unit qualifications for assessment.

Or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the Awarding Body as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Body.

Occupational Competence

All assessors must:

have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:

- curriculum vitae and references
- possession of a relevant NVQ/SVQ
- corporate membership of a relevant professional institution

have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements

have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS and this Assessment Strategy (this document)

be prepared to participate in training activities for their continued professional development

Centres will be responsible for ensuring that assessors plan and maintain continuous professional development

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

7 Recording assessment and evidence

7.1 Data protection and confidentiality

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, eg customers, clients and patients.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, candidates are expected in particular to protect the identity individuals, children and young people in their care by disguising their names and that of the placement nursery.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access in an location outside of their portfolio
- secure electronic storage requirements of photographs or video recordings associated with child protection legislation.

7 Recording assessment and evidence

7.2 Recording forms to use

Recording forms

The logbook contains all of the forms that are needed to plan, review and organise evidence.

These are:

Candidate job profile

This can be used to record personal details if they do not already have a Candidate CV.

Skill scan/Initial assessment (Ref)

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

Expert/witness status list

This is used to record the details of staff that they provide witness testimony.

Assessment/Action Planning

This form can be used to feedback after each session. It will also enable the planning of what actions need to be done before the next session.

Candidate Progress

This form is used to show which units have been chosen and how many units of the NVQ have been completed. When all the units have been completed the candidate and the assessor will sign this to confirm certification.

Units (Section 12 of the logbook)

These records where the evidence produced meets the requirements of the unit. Each piece of evidence should be given a portfolio reference number.

Observation report (Appendices 10 of this document)

For assessors to complete during observation. Candidate and assessor will sign as a true record.

Incident/Occurrence Log (Appendix 11 of the logbook)

This is for the candidate to complete and record incidents or occurrences that occur during their normal working day.

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

8 The qualification structure

Qualification structure

To achieve the Level 2 NVQ in Cleaning and Support Services you must achieve 6 units. This is made of 3 mandatory units and 3 optional units.

Both		QCA ref
C201	Make sure your own actions reduce risks to health and safety (ENTO)	Y/104/0305
C202	Communicate effectively with customers and others	J/104/0901
and either		
C203	Work as a team and develop yourself	L/104/0902
Or		
C204	Work individually and develop yourself QCA Unit reference	R/104/0903
Plus any three optional units from:		
C205	Clean and maintain internal surfaces and areas	Y/104/0904
C206	Clean and maintain external surfaces and areas	D/104/0905
C207	Deal with routine waste	H/104/0906
C208	Clean washrooms and replenish supplies	K/104/0907
C209	Clean high risk areas	M/104/0908
C210	Clean confined spaces	T/104/0909
C211	Clean food areas	K/104/0910
C212	Deep clean equipment and surfaces	M/104/0911
C213	Clean, Maintain and protect hard floors	T/104/0912
C214	Clean and Maintain soft floors and furnishings	A/104/0913
C215	Clean glazed surfaces and façades	F/104/0914
C216	Deal with non-routine waste	J/104/0915
C217	Carry out maintenance and minor repairs	L/104/0916
C218	Perform street cleansing manually	R/104/0917
C219	Perform street cleansing by machine	Y/104/0918
C220	Work safely at heights (PSSL)	H/103/8363
C221	Use a water-fed pole system to clean windows and facades	D/104/0919

9 Relationships to other qualifications

9.1 Relationship to previous versions of the qualification

City & Guilds has identified the connections to NVQs previously offered by City & Guilds in this subject area.

Relationship between this Level 2 NVQ in Cleaning and Support Services (7698) and previous Level 2 NVQ in Cleaning and Support Services (7696).

Level 2 NVQ in Cleaning and Support Services (7698)

Level 2 NVQ in Cleaning and Support Services (7696)

Unit Number/Title	Related units
201 Make sure your own actions reduce risks to health and safety (ENTO)	002 Ensure your Own Actions Reduce Risk to Health and Safety 073 Contribute to the Effectiveness and Efficiency of Premises
202 Communicate effectively with customers and others	004 Promote and Maintain Service Delivery 006 Develop and Maintain Positive Working Relationships with Customers 008 Communicate Effectively in the Workplace 073 Contribute to the Effectiveness and Efficiency of Premises
203 Work as a team and develop yourself	004 Promote and Maintain Service Delivery 005 Support the Work of a Team 006 Develop and Maintain Positive Working Relationships with Customers 071 Maintain Site Security 073 Contribute to the Effectiveness and Efficiency of Premises
204 Work individually and develop yourself	004 Promote and Maintain Service Delivery 006 Develop and Maintain Positive Working Relationships with Customers 071 Maintain Site Security 073 Contribute to the Effectiveness and Efficiency of Premises
205 Clean and maintain internal surfaces and areas	010 Clean Floors Manually 011 Clean Furniture Fittings and Vertical Surfaces Manually 050 Clean the Inside of Passenger Transport Vehicles. 051 Remove Spillages and Stains from Inside Passenger Transport Vehicles 072 Control the Use of Premises by Customers and Contractors

	073 Contribute to the Effectiveness and Efficiency of Premises
206 Clean and maintain external surfaces and areas	026 Remove Graffiti and Fly-postings Using Pressure Washing Equipment 054 Wash the Outside of Vehicles 073 Contribute to the Effectiveness and Efficiency of Premises
207 Deal with routine waste	043 Empty Waste Containers and Keep Waste Areas Clean 052 Take Waste and Lost Property to Collection Points 073 Contribute to the Effectiveness and Efficiency of Premises
208 Clean washrooms and replenish supplies	012 Clean Toilets and Washrooms Manually 073 Contribute to the Effectiveness and Efficiency of Premises
209 Clean high risk areas	073 Contribute to the Effectiveness and Efficiency of Premises
210 Clean confined spaces	073 Contribute to the Effectiveness and Efficiency of Premises
211 Clean food areas	044 Clean in Place Plant and Equipment 073 Contribute to the Effectiveness and Efficiency of Premises
212 Deep clean equipment and surfaces	040 Deep Clean Equipment Used in the Preparation, Processing and Storage of Food 041 Deep Clean Floors and Floor Drainage Systems in Food Premises 042 Deep Clean Walls and Ceilings in Food Premises 073 Contribute to the Effectiveness and Efficiency of Premises
213 Clean, Maintain and protect hard floors	013 Clean and Protect Floors 051 Remove Spillages and Stains from Inside Passenger Transport Vehicles 073 Contribute to the Effectiveness and Efficiency of Premises
214 Clean and Maintain soft floors and furnishings	014 Clean Carpets and Soft Furnishings 030 Carry Out Stain Removal and Independent Treatments to Carpets and Soft Furnishings 031 Use Specialist Cleaning Methods on Carpets and Soft Furnishings 073 Contribute to the Effectiveness and Efficiency of Premises
215 Clean glazed surfaces and façades	015 Clean Surfaces up to a Maximum Height of four Metres 026 Remove Graffiti and Fly-postings Using Pressure Washing Equipment 060 Clean Windows, Glass and Facades 064 Apply Protective Coatings to Facades

	073 Contribute to the Effectiveness and Efficiency of Premises
216 Deal with non-routine waste	043 Empty Waste Containers and Keep Waste Areas Clean 052 Take Waste and Lost Property to Collection Points 073 Contribute to the Effectiveness and Efficiency of Premises
217 Carry out maintenance and minor repairs	027 Clean Drains and Surface Water Gullies 070 Maintain Grounds 073 Contribute to the Effectiveness and Efficiency of Premises 074 Carry Out Basic Repairs to Electrical and Plumbing Services 075 Carry Out Basic Glazing and Carpentry Repairs 076 Carry Out Basic Repairs to Walls and Paintwork
218 Perform street cleansing manually	073 Contribute to the Effectiveness and Efficiency of Premises
219 Perform street cleansing by machine	024 Clean Streets Using a Driver Controlled Vehicle 073 Contribute to the Effectiveness and Efficiency of Premises
220 Work safely at heights (PSSL)	073 Contribute to the Effectiveness and Efficiency of Premises 061 Use Portable Ladders to Access Windows and Facades 062 Use Mobile Access Equipment for Cleaning Operations 063 Use Installed Equipment to Access Windows and Facades
221 Use a water-fed pole system to clean windows and facades	073 Contribute to the Effectiveness and Efficiency of Premises

9 Relationships to other qualifications

9.2 Key skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification they will need to be registered with City & Guilds for the key skills qualifications.

The 'signposts' below identify the **potential** for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document 'Key skills qualifications standards and guidance'. Key skills (England, Wales and Northern Ireland)

Unit number	Communication	Application of Number	Information and Communication Technology	Problem Solving	Working with others	Improving Own Learning and Performance
201	✓ L1				✓ L1	
202	✓ L1			✓ L1	✓ L1	
203	✓ L2			✓ L1	✓ L2	✓ L2
204	✓ L1			✓ L2		✓ L2
205	✓ L1			✓ L2		
206	✓ L1			✓ L2	✓ L1	
207	✓ L1			✓ L11	✓ L1	
208		✓ L1		✓ L2	✓ L1	
209	✓ L1	✓ L1		✓ L2	✓ L1	
210	✓ L1	✓ L1		✓ L2	✓ L1	
211	✓ L2	✓ L1		✓ L2	✓ L1	
212	✓ L2	✓ L1		✓ L2	✓ L1	
213	✓ L1	✓ L1		✓ L2	✓ L1	
214	✓ L1	✓ L1		✓ L2	✓ L1	
215	✓ L2			✓ L1		
216	✓ L1			✓ L2	✓ L1	

217	✓ L1			✓ L2	✓ L1
218	✓ L1			✓ L1	✓ L1
219	✓ L1			✓ L1	✓ L1
220	✓ L1			✓ L2	✓ L1
221	✓ L1			✓ L2	✓ L1

9 Relationships to other qualifications

9.3 The wider curriculum

Candidates taking this NVQ may also have the opportunity to cover the following aspects of the wider curriculum.

Unit No and Title	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
201 Make sure your own actions reduce risks to health and safety (ENTO)				✓
202 Communicate effectively with customers and others	✓			✓
203 Work as a team and develop yourself	✓			✓
204 Work individually and develop yourself	✓			✓
205 Clean and maintain internal surfaces and areas			✓	✓
206 Clean and maintain external surfaces and areas			✓	✓
207 Deal with routine waste			✓	✓
208 Clean washrooms and replenish supplies			✓	✓
209 Clean high risk areas			✓	✓
210 Clean confined spaces			✓	✓
211 Clean food areas			✓	✓
212 Deep clean equipment and surfaces			✓	✓
213 Clean, Maintain and protect hard floors			✓	✓
214 Clean and Maintain soft floors and furnishings			✓	✓
215 Clean glazed surfaces and façades			✓	✓

216 Deal with non-routine waste			✓	✓
217 Carry out maintenance and minor repairs			✓	✓
218 Perform street cleansing manually			✓	✓
219 Perform street cleansing by machine			✓	✓
220 Work safely at heights (PSSL)			✓	✓
221 Use a water-fed pole system to clean windows and facades			✓	✓

10 The units

Unit 201

Make sure your own actions reduce risks to health and safety (ENTO)

Overview

Unit Overview

This unit is for everyone at work (whether paid, unpaid, full or part-time). It is about having an appreciation of significant risks in your workplace, knowing how to identify and deal with them. This unit is about the health and safety responsibilities for everyone in your workplace. It describes the competences required to make sure that your own actions do not create any health and safety hazards you do not ignore significant risks in your workplace you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice. Fundamental to this unit is an understanding of the terms “hazard”, “risk” and “control”

Learning outcomes

- 1 Make sure your own actions reduce risks to health and safety

Evidence requirements

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 201 Make sure your own actions reduce risks to health and safety (ENTO)

Outcome 1 Make sure your own actions reduce risks to health and safety

Performance criteria

What you must do

1. identify which workplace instructions are relevant to your job
2. identify those working practices in your job which could harm you or others
3. identify those aspects of your workplace which could harm you or others
4. check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others
5. deal with hazards in accordance with workplace instructions and legal requirements
6. correctly name and locate the people responsible for health and safety in your workplace
7. report to the people responsible for health and safety in your workplace those hazards which present the highest risk
8. carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturer's instructions and legal requirements
9. control those health and safety risks within your capability and job responsibilities
10. pass on suggestions for reducing risks to health and safety to the responsible people
11. make sure your behaviour does not endanger the health and safety of you or others in your workplace
12. follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
13. report the differences between workplace instructions and suppliers' or manufacturers' instructions
14. make sure that your personal presentation and behaviour at work
 - a protects the health and safety of you and others
 - b meets legal responsibilities
 - c is in accordance with workplace instructions
15. make sure you follow environmentally-friendly working practices

Knowledge requirements

What you must know

- a. what "hazards" and "risks" are
- b. your responsibilities and legal duties for health and safety in the workplace
- c. your responsibilities for health and safety as required by the law covering your job role
- d. the hazards which exist in your workplace and the safe working practices which you must follow
- e. the particular health and safety hazards which may be present in your own job and the precautions you must take
- f. the importance of remaining alert to the presence of hazards in the whole workplace
- g. the importance of dealing with, or promptly reporting, risks
- h. the responsibilities for health and safety in your job description
- i. the safe working practices for your own job
- j. the responsible people you should report health and safety matters to
- k. where and when you get additional health and safety assistance

Unit 201

Make sure your own actions reduce risks to health and safety (ENTO)

Outcome 1

Make sure your own actions reduce risks to health and safety

- l. your scope and responsibility for controlling risks
- m. workplace instructions for managing risks which you are unable to deal with
- n. suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow
- o. the importance of personal presentation in maintaining health and safety in your workplace
- p. the importance of personal behaviour in maintaining the health and safety of you and others
- q. the risks to the environment which may be present in your workplace and/or in your own job

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Unit 202

Communicate effectively with customers and others

Overview

Unit Overview

This unit is about communicating politely and effectively with other people that you might encounter when conducting your work. Many cleaning activities have a risk to health and safety associated with them, therefore it is important that, when you are required to, you communicate clearly and pass on all of the necessary information. Communicating with others is also important to you if you work alone when you must follow workplace procedures to keep in touch with your workplace and/or colleagues

Learning outcomes

- 1 Communicate effectively with others

Evidence requirements

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 202

Communicate effectively with customers and others

Outcome 1

Communicate effectively with others

Performance criteria

What you must do

1. make sure your own behaviour by words and attitude conveys to others a positive image of your organisation
2. make sure you have all the necessary and current information that you need to carry out your work
3. ensure communication with your workplace and/or colleagues is arranged, according to organisational procedures
4. communicate clearly, giving all the information needed at a pace and in a manner that helps others to understand
5. respond promptly and positively to questions and comments from customers or the public
6. acknowledge and respond to communication promptly, clearly and courteously
7. check that you have understood the information correctly
8. where appropriate, record information in the correct manner and in line with organisational procedures
9. using language that is clear and concise pass on accurate and up-to-date information at the right time to persons who require it and who are authorised to receive it
10. take prompt and effective action when there is difficulty in relaying information, following organisational procedures
11. report faults with communication equipment promptly to an appropriate person
12. be aware of your customer and their needs and attitudes

Knowledge requirements

What you must know

- a. the reasons for communicating with others
- b. how your behaviour and attitude reflects on your organisation and/or workplace and why it is important to create a positive impression
- c. where to obtain the information that you need to carry out your job, the form in which the information is expressed and why it should be up-to-date
- d. why you should check that you have understood information correctly
- e. the different forms of communication available to you and how they are used
- f. why it is important to communicate clearly and give all of the information necessary to the audience
- g. why you should respond positively to question or queries from customers or the public
- h. organisational and/or workplace procedures for acknowledging and responding to incoming information
- i. organisational and/or workplace procedures for recording information
- j. who is authorised to receive information and the correct manner in which to pass it on
- k. how to identify problems in relaying information, what these might be and the action to take to deal with them
- l. to whom to report faults with communication equipment
- m. how to establish customer needs and attitudes and the correct response

Unit 203

Work as a team and develop yourself

Overview

Unit Overview

This unit is about working with others in your organisation. It is about giving help to others when they need it and responding appropriately when disagreements arise. It is also about developing yourself in your job by identifying areas for further development and setting yourself targets for achieving this

Learning outcomes

- 1 Work with others
- 2 Develop yourself in your job

Evidence requirements

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

203-Outcome 2				
PC ref.	O	Q/ PD	S	P
1.	✓	✓		
2.	✓	✓		✓
3.	✓	✓		✓
4.	✓	✓		
5.	✓	✓		
6.	✓	✓		

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion S = Simulation

Performance criteria

What you must do

1. agree how to share work with other people in a way that helps the team to work effectively
2. welcome others to the workplace and make them aware of all the things they need to know, such as workplace procedures and basic work routines
3. within the limits of your expertise and responsibility, show others how to do any jobs they may not have done before
4. answer any questions and provide help to other members of staff within the limits of your job and their needs
5. handle disagreements with other people in a way that does not harm the work of the team or the reputation of the organisation
6. report to the relevant person disagreements that you are not in a position to handle
7. ask for help from other people when you need it
8. be aware of customer requirements and respond accordingly

Knowledge requirements

What you must know

- a. tasks that may be shared amongst the team
- b. the limits of your responsibility in demonstrating jobs to others
- c. areas of your work in which you are able to assist your colleagues
- d. how to handle disagreements in a way that does not harm the work of the team and why it is important to resolve them as soon as possible
- e. when you should report disagreements and to whom they should be reported
- f. how to ask for help in carrying out your work

Unit 203

Outcome 2

Work as a team and develop yourself

Develop yourself in your job

Performance criteria

What you must do

1. join in when there is a discussion about the work in which you or your team are involved
2. agree areas where you could develop yourself further
3. agree targets for your development that you feel you can achieve
4. agree how much time and support you will need to achieve these targets
5. take part in activities to use skills that you have newly developed
6. request feedback from others and use it to improve your performance

Knowledge requirements

What you must know

- a. why it is important to join in discussions about your work
- b. how to identify and explain areas for self development
- c. how to set targets for your development and why it is important that these are realistic
- d. activities that will help you to develop yourself in your work
- e. the support that you will require in order to achieve your targets, and how to access it
- f. why it is important that you review and update your progress and what procedures are in place to do this
- g. the benefits of discussing your progress with your supervisor and colleagues

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Unit 204

Work individually and develop yourself

Overview

Unit Overview

This unit is about working on your own, without the presence of your customer or supervisor. When working alone you might have to deal with members of the public by providing them with information, or interacting with them in another way. In these situations it is important that you act appropriately to create a positive impression of your employer and/or workplace. This unit is also about being aware of Health and Safety risks in your workplace, dealing with any problems on your own and deciding on the most appropriate action to take. When working alone it is important that procedures are in place for regular contact with an appropriate colleague or your employer and that you follow these procedures. It is also about developing yourself in your job by identifying areas for further development and setting yourself targets for achieving this

Learning outcomes

- 1 Ensure your own safety when working individually
- 2 Carry out work on your own
- 3 Develop yourself in your job

Evidence requirements

204-Outcome 1				
PC ref.	O	Q/ PD	S	P
1.	✓	✓		
2.	✓	✓	✓	
3.	✓			
4.	✓	✓		
5.	✓		✓	
6.	✓	✓	✓	

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Performance criteria

What you must do

1. confirm contact arrangements with your organisation or an appropriate person and maintain agreed levels of contact when conducting your work
2. follow any procedures for entering and leaving the workplace and remain alert to safety risks when doing so
3. assess the risks present in the workplace and take appropriate action to reduce those that you can
4. within the limits of your responsibility control access to the workplace
5. make sure your behaviour and personal presentation convey to others a positive image of your organisation and/or workplace
6. respond to customers and others positively and provide any information in a style that is suited to their needs and helps them

Knowledge requirements

What you must know

- a. arrangements for contact with your organisation or appropriate person and how often you should do this when conducting your work
- b. any procedures for entering the workplace and why these should be followed
- c. the types of risks present in your workplace, how to accurately assess these and actions you can take to reduce them
- d. the level of responsibility you have in controlling access to the workplace, the procedures for this and why it is important to follow them
- e. others persons that are authorised to enter the workplace
- f. the levels of presentation and behaviour expected by your workplace/employer and why it is important to make a positive impression on others
- g. how to assess the most appropriate way of communicating with others and why it is important to help them understand

Performance criteria

What you must do

1. make sure that you have the work schedule and you understand the work that has to be done and the time in which you have to do it
2. enter and carry out your work only in areas that you are authorised to in your work specification or instructions
3. identify and report to the appropriate person any tasks that you will not be able to complete on your own
4. identify the most important jobs from the work specification and ensure that these are completed first
5. remain aware of potential problems and deal with them appropriately as they arise, within the limits of your knowledge and expertise
6. report to the appropriate person any problems that you are not able to deal with alone or which may affect the health and safety of yourself and others and/or the integrity of the workplace
7. record any breakages, damage or disruption to the workplace and report these to the appropriate person
8. report to the appropriate person any work you have been unable to complete and agree arrangements for completing the work
9. follow any workplace procedures for leaving the workplace

Knowledge requirements

What you must know

- a. from where to obtain your work schedule and instructions and the time that you have to carry out your work
- b. why it is important to assess how your work is progressing and any jobs that you will be unable to complete on your own
- c. procedures for reporting to your employer or customer
- d. employer procedures and protocols that apply to your work area, including emergency procedures and contacts
- e. how to identify the most important jobs in the specification and why it is important to carry these out first
- f. the potential problems and risks that your workplace presents
- g. the types of problems and risks that you are able to deal with yourself and how to do this
- h. procedures for recording damage, breakages and/or disruption and why it is important to be honest with your employer or customer about causing any of these
- i. any procedures for leaving the workplace and why it is important to leave it secure

Performance criteria

What you must do

1. agree areas where you could develop yourself further
2. agree targets for your development that you feel you can achieve
3. agree how much time and support you will need to achieve these targets
4. take part in activities to use skills that you have newly developed
5. ask others for and use feedback on your performance

Knowledge requirements

What you must know

- a. how to identify and explain areas for self development
- b. how to set targets for your development and why it is important that these are realistic
- c. activities that will help you to develop yourself in your work
- d. support that you will require in order to achieve your targets, and how to access it
- e. why it is important that you review and update your progress and what procedures are in place to do this
- f. the benefits of discussing your progress with others

Unit 205

Clean and maintain internal surfaces and areas

Overview

Unit Overview

This unit is about working efficiently in a routine, low risk working environment and describes the processes and procedures to be followed, applicable to the workplace. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the job and dealing with spillages and accidents. When carrying out your work it is important to conduct cleaning tasks in the most efficient order to prevent dirtying other areas, including those you have just cleaned. When you have finished cleaning it is important that the work area meets workplace requirements

Learning outcomes

- 1 Prepare for cleaning
- 2 Carry out your cleaning duties

Evidence requirements

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

205-Outcome 2				
PC ref.	O	Q/ PD	S	P
1.	✓			
2.	✓			
3.	✓			
4.	✓	✓		
5.	✓			
6.	✓			
7.	✓	✓		
8.	✓	✓	✓	✓
9.	✓			
10.	✓	✓		✓
11.	✓	✓		✓
12.	✓			
13.	✓			
14.	✓			
15.	✓	✓		✓

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 205 Clean and maintain internal surfaces and areas

Outcome 1 Prepare for cleaning

Performance criteria

What you must do

1. follow the instructions and procedures for entering and leaving your workplace
2. ensure your levels of personal hygiene meet workplace requirements and are maintained throughout the cleaning process
3. inspect the area for the cleaning needed, taking into account the different surfaces within it
4. ensure that the right people know when cleaning is taking place and when the area will be free for use again
5. follow the correct procedures to deal with any lost property or unattended items
6. for each cleaning task, choose the appropriate equipment and materials taking into account factors such as manufacturers' instructions, risk, efficiency, access, time, surface and type of soiling
7. if the appropriate equipment and materials are not available, select suitable alternatives or inform the appropriate person
8. wear the personal protective equipment required for the cleaning method and materials being used
9. plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces
10. ensure that all surfaces to be cleaned are accessible and can be reached to perform adequate cleaning
11. ensure that there is adequate ventilation for the work being carried out

Knowledge requirements

What you must know

- a. what permits and checks are required for you to work on the premises
- b. the instructions and procedures for entering and leaving the workplace and why you should follow them
- c. the levels of personal hygiene required by your workplace and why it is important to maintain them during your work
- d. which cleaning tasks you are required to complete and have the skill and knowledge to perform
- e. how factors such as manufacturers instructions, risk, efficiency, access, time, surface and type of soiling can influence the cleaning method you use
- f. how to inspect a work area to decide what cleaning it needs and the best way of carrying this out
- g. the right personal protective equipment for the work area, equipment, materials and chemicals used
- h. why it is important to wear personal protective equipment when required and why it is important for others to see you wearing it
- i. your work schedules and why you should keep to them
- j. the correct sequence for cleaning the work area
- k. which methods and materials are most effective on the surface and soiling to be cleaned and what are the alternatives
- l. why different equipment should be used for different cleaning tasks and the reasons for colour-coding
- m. how to clean the surfaces without causing injury or damage

Unit 205 Clean and maintain internal surfaces and areas

Outcome 2 Carry out your cleaning duties

Performance criteria

What you must do

1. before beginning your work remove loose dirt, debris and detritus
2. use the correct cleaning method for the work area, type of soiling and surface
3. clean in a sequence so as to avoid re-soiling clean areas and surfaces
4. take steps not to disturb or cause nuisance to others when cleaning
5. avoid causing obstructions to access with cleaning equipment and power leads
6. place warning signs so that no-one may come into your work area without being warned
7. adapt your cleaning method according to the available equipment, materials and any problems you have identified
8. report to the appropriate person any difficulties in carrying out your work
9. deal efficiently with spillages, using the equipment, materials and method appropriate to the surface and the type of spillage
10. identify and report to the appropriate person any additional cleaning required that is outside your responsibility or skill
11. follow workplace procedures to deal with any accidental damage caused during the cleaning process
12. replenish any necessary supplies or consumables
13. ensure that, on completion of the work, the area is left clean and dry and meets requirements
14. return the equipment, materials and personal protective equipment you have used to the right places making sure they are clean, safe and securely stored
15. recognise when cleaning equipment and materials may need replacing and take action to organise extra resources

Knowledge requirements

What you must know

- a. the time allowed for completing the work
- b. the results expected from each cleaning operation
- c. the right techniques to use with chosen equipment and materials
- d. the results of using wrong or unsuitable materials and/or not following the manufacturers' instructions
- e. how to change your cleaning method to suit the soiling and surface and the different methods available
- f. how to identify the signs of pest infestation and the right action to take to deal with it
- g. cleaning methods and techniques that may cause nuisance to the public/client and how to avoid this (e.g. by changing the timing/sequence of cleaning operations)
- h. why it is important to check the quality of your work as you go along
- i. how to identify and deal with tasks that are outside your area of skill or responsibility
- j. the procedures for dealing with and reporting accidental damage
- k. storage areas for the return of equipment and materials and why they should be kept clean, safe and secure
- l. the procedures for organising replacement and/or extra resources

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Unit 206

Clean and maintain external surfaces and areas

Overview

Unit Overview

This unit is about carrying out work outside. The activities for carrying out this work will often involve the use of tools and machinery and can therefore present a high risk to health and safety. Environmental conditions can also affect when and how the work can be done and so it is important to take into consideration factors such as temperature, rainfall, humidity, levels of wind and icy conditions.

Learning outcomes

- 1 Prepare for work activities
- 2 Carry out your cleaning duties

Evidence requirements

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

206-Outcome 2				
PC ref.	O	Q/ PD	S	P
1.	✓	✓		✓
2.	✓	✓		
3.	✓			
4.	✓		✓	
5.	✓	✓		
6.	✓			
7.	✓			
8.	✓			
9.	✓			
10.	✓	✓		

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 206 Clean and maintain external surfaces and areas

Outcome 1 Prepare for work activities

Performance criteria

What you must do

1. make sure your appearance, behaviour and personal hygiene meet workplace standards
2. ensure that the necessary tools, equipment and/or machinery is available and choose the most appropriate for the work taking into account factors such as risk, efficiency, access, time, and environmental conditions
3. wear the personal protective equipment required for the work site, environmental conditions, method and equipment being used
4. inspect the area for work required and decide on the sequence for carrying out the work, considering how environmental conditions may affect this
5. check that all areas where work is to be carried out are safe and accessible for the equipment and/or machinery being used
6. follow the correct procedures to deal with any lost property or unattended items

Knowledge requirements

What you must know

- a. what permits and checks are required for you to carry out the work
- b. the location for carrying out the work and the best means of getting there
- c. the standards of appearance, behaviour and personal hygiene that your workplace expects and why it is important to maintain them
- d. how to inspect a work area to decide what work is required and the best way of carrying this out, taking into account environmental conditions and, where relevant, public access
- e. how environmental conditions might influence that work that can be carried out (e.g. wind, rain, snow, ice)
- f. the right personal protective equipment for the work area, equipment and/or machinery and materials required
- g. why it is important to wear personal protective equipment when required and why it is important for others to see you wearing it
- h. which methods and materials will be most effective for carrying out the work required and what are the alternatives
- i. how to access the work area without causing injury or damage
- j. the procedures for dealing with lost property and/or unattended items and why these should be followed

Unit 206 Clean and maintain external surfaces and areas

Outcome 2 Carry out your cleaning duties

Performance criteria

What you must do

1. assess the impact that environmental conditions will have on the work you are able to carry out
2. carry out work in a logical sequence to ensure you do not adversely affect surrounding areas
3. use the appropriate method depending on the work area and work required
4. take steps not to obstruct, disturb or cause nuisance to others when working (e.g. by causing excessive noise)
5. adapt your work method according to the available tools, equipment and/or machinery and any other factors such as environmental conditions
6. identify and report to the appropriate person any difficulties in carrying out your work and any additional work required that is outside your area of responsibility or expertise
7. deal with any accidental damage caused when carrying out the work
8. return the tools, equipment and/or machinery you have used to the right places making sure they are clean, safe and securely stored
9. when required, replace equipment and materials and organise extra resources
10. inform the appropriate person when tools and/or machinery are in need of repair

Knowledge requirements

What you must know

- a. how environmental conditions can affect the performance of equipment and/or machinery and other factors, such as drying times
- b. the time allowed for completing the work
- c. the right methods to use with chosen equipment and materials
- d. the results of using wrong or unsuitable materials and/or not following the manufacturers' instructions
- e. why you will need to change your method to suit the environmental conditions, work required and the different methods available
- f. methods and techniques that may obstruct and/or cause nuisance to others and how to avoid this (e.g. by changing the timing/sequence of routine work operations)
- g. why it is important to check the quality of your work as you go along
- h. which tasks you are required to complete and have the skill to perform
- i. to whom to report difficulties in carrying out your work
- j. the procedures for dealing with and reporting accidental damage
- k. storage areas for the return of equipment, materials and/or machinery and why they should be kept clean, safe and secure
- l. the procedures for obtaining replacement and/or additional equipment and materials

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Unit 207

Deal with routine waste

Overview

Unit Overview

This unit is about handling waste in conjunction with cleaning activities and making sure that the waste collection and holding areas that you use are kept clean. This unit requires that you treat all waste carefully, ensuring that waste receptacles are handled according to instructions. When handling waste, it is important to maintain personal hygiene in order to prevent health and safety risks to yourself and others and to prevent contamination of the work area.

Learning outcomes

- 1 Handle routine waste
- 2 Deal with waste containers

Evidence Requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Performance criteria

What you must do

1. prepare yourself and your working area so that you can do the job efficiently and safely
2. make sure you wear the necessary personal protective equipment required by your work instructions
3. identify different categories of waste and deal with them appropriately
4. check first with your supervisor, or follow standard instructions or procedures, before removing waste that you are unable to identify or that is hazardous
5. check that waste bags or receptacles are secure before handling
6. where waste is collected for transfer to a collection point, identify the waste that needs to be transferred
7. handle waste bags or receptacles as instructed to secure your own safety and that of others, and to make sure bags or receptacles are not damaged by handling
8. when you have finished moving waste, check that the bag or receptacle is not broken or damaged, taking the appropriate action to put this right
9. maintain personal hygiene when carrying out your work

Knowledge requirements

What you must know

- a. the procedures for preparing yourself and the work area and the methods for doing this
- b. the required personal protective equipment and why it is important to wear it
- c. the procedures and required equipment for handling and disposing of the type of waste you are dealing with
- d. arrangements for recycling in the workplace
- e. approved methods for transferring waste
- f. the procedures for dealing with suspicious items
- g. why it is important to maintain personal hygiene when handling waste

Performance criteria

What you must do

1. work methodically in a way that cuts down the risk of contaminating surrounding areas
2. follow workplace instructions to deal with the safe removal of spillages
3. report to the appropriate person any signs of infestations
4. identify waste containers that require cleaning and take the appropriate action to deal with this
5. replace bin liners or set up fresh containers, according to workplace requirements
6. leave containers clean and secure in the required place and in a condition which is fit for use
7. report to the appropriate person any faulty or damaged equipment
8. return your equipment and materials to the appropriate storage area in a clean and safe condition
9. follow procedures for removal, cleaning and disposal of used personal protective equipment

Knowledge requirements

What you must know

- a. why the location and cleaning of waste areas is important in preventing and controlling pests
- b. the procedures for dealing with waste containers that have broken or are damaged
- c. the procedures for reporting and handling waste spillages
- d. to whom to report dangerous or faulty equipment, or danger of disease and the procedures for doing this
- e. the standards of cleanliness for holding areas and empty holding and collection bins
- f. who is responsible for cleaning holding areas and emptying holding and collection bins
- g. the location of waste holding areas and methods of taking waste to them safely

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Unit 208

Clean washrooms and replenish supplies

Overview

Unit Overview

This unit is about cleaning washrooms and involves following the procedures for entering the washroom, selecting equipment and preparing the cleaning agents you will use. It is also about replacing supplies of consumables, such as toilet paper, and checking your work when you have finished. In order to reduce risks to personal health and safety when cleaning washrooms it is important to maintain high levels of personal hygiene. As you may clean washrooms in an environment where you conduct a variety of other cleaning tasks it is also important that, in order to prevent cross-contamination, the correct colour-coded equipment is used. The term washroom covers all sanitary areas requiring this type of cleaning

Learning outcomes

- 1 Carry out cleaning of washrooms
- 2 Replenish supplies and reinstate the work area

Evidence requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 208

Outcome 1

Clean washrooms and replenish supplies

Carry out cleaning of washrooms

Performance criteria

What you must do

1. ensure that levels of personal hygiene meet workplace requirements and are maintained when carrying out the work
2. check that the correct personal protective equipment for the cleaning task is available for use and worn when conducting cleaning
3. follow any special procedures for entering washrooms
4. before you start work make sure that there is enough ventilation in the area while you are cleaning
5. select and use the right equipment and colour coded cloths for the area you are cleaning
6. before you start, remove loose dust, hair and debris from surfaces, fixtures and fittings
7. dilute and apply cleaning agents according to the manufacturer's instructions
8. clean the surface methodically, without over-wetting
9. clean the fixtures and fittings in an order that is least likely to spread infection or contamination, leaving them clean and free of smears
10. ensure surfaces are dry on completion of cleaning and do not present a slip hazard
11. leave the waste outlets and overflows free from dirt, hair and debris

Knowledge requirements

What you must know

- a. the levels of personal hygiene required by your workplace and why it is important to maintain personal hygiene when conducting cleaning tasks
- b. why it is important to wear personal protective equipment when cleaning washrooms and the risks of not doing so
- c. the workplace procedures for entering and leaving washrooms and why these should be followed
- d. why there should be adequate ventilation in the work area and the risks of inadequate ventilation
- e. the most suitable equipment for the cleaning task and why it is important to use the appropriately colour-coded equipment
- f. why loose dust, hair and debris should be removed before cleaning surfaces, fixtures and fittings
- g. the most suitable cleaning agents to use and why it is important to follow manufacturer's instructions for diluting and applying them
- h. why surfaces should not be over-wetted
- i. the most appropriate order in which to clean fixtures and fittings so as to avoid cross-contamination or risk of infection
- j. why surfaces should be dry on completion of cleaning and the risks of not doing so
- k. why it is important to ensure that waste outlets and overflows are free from dirt, hair and debris and where these can be found

Performance criteria

What you must do

1. check holders and containers for levels of consumables
2. follow the manufacturer's instructions when refilling or replacing items
3. deal with waste appropriately, disposing of slurry and taking solid waste materials safely to the correct collection point
4. make sure the area has the right amount of consumables when you have finished
5. on completion of cleaning, report any faults and problems to the appropriate person
6. ensure cleaning equipment is clean and in working order when you have finished, taking appropriate action to deal with any items that are not
7. put everything back in the right place when you have finished
8. remove or replace personal protective equipment following workplace procedures to dispose of or store used personal protective equipment

Knowledge requirements

What you must know

- a. the consumables that should be replenished and why it is important to follow manufacturer's instructions when doing so
- b. where consumables can be found and the correct procedures for organising replacement or additional supplies
- c. workplace procedures for disposing of waste and why these should be followed
- d. holding areas for the collection of waste
- e. the correct procedures for reporting faults or problems and why these should be followed
- f. the correct place for the storage of cleaning equipment and materials
- g. why used personal protective equipment should be removed or replaced upon leaving the sanitary area
- h. the workplace procedures for dealing with used personal protective equipment

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Unit 209

Clean high risk areas

Overview

Unit Overview

This unit is about maintaining levels of cleanliness in environments where there is a high risk of infection or contamination; this risk may be two-fold Risks to yourself and others – there may be a risk to yourself of becoming infected. Risks to the environment – you may risk contaminating the environment in which you are working if you do not follow the correct workplace procedures. Both of these risks are dealt with across the two Outcomes within this unit. To reduce both of these risks it is important to maintain high levels of personal hygiene and to adhere to procedures. According to the environment in which you are working there might be different procedures: for example, for the use of personal protective equipment and for entering and leaving the high risk area

Learning outcomes

- 1 Conduct cleaning in a high risk area
- 2 Prevent the spread of infection and contamination in a high risk area

Evidences requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 209

Outcome 1

Clean high risk areas

Conduct cleaning in a high risk area

Performance criteria

What you must do

1. follow the workplace instructions, procedures and any guidelines for entering the high risk area
2. report to the appropriate person any personal conditions that may cause infection or contamination of the high risk area
3. before and during cleaning, consider the potential risks to yourself, others and the environment of exposure to micro-organisms or other contaminants
4. before cleaning starts, display the appropriate signage for the work being conducted
5. when working alone, arrange communication with your workplace, in line with organisational instructions, procedures or guidelines
6. remove all of your personal items, such as jewellery because of the risk to yourself or the equipment, and store in an approved place
7. make sure that the appropriate personal cleaning facilities and protective clothing are available for your use and are used when undertaking cleaning
8. make sure that the equipment and tools you use for cleaning the high risk area are not damaged or unserviceable and are suitable for the cleaning activity and work area
9. follow authorised action to deal with unserviceable cleaning equipment
10. carry out the cleaning process in line with instructions and the correct procedures
11. Check before and after cleaning that the workplace is clear of any equipment, tools and materials that are not required

Knowledge requirements

What you must know

- a. the workplace procedures for
 - i entering and leaving the high risk area
 - ii conducting cleaning in the high risk area
- b. the risks present in the high risk area and how to identify them for the purposes of a risk assessment
- c. the signage to display according to the cleaning you are conducting, the area in which you are working and where it can be found
- d. the different cleaning agents and chemicals required for the area in which you are working and level of dilution
- e. the facilities available for conducting cleaning (e.g. water and drainage) and where to access these
- f. the procedures for arranging communication with your immediate supervisor and why it is important to confirm such procedures before starting work
- g. why it is important to remove your personal items when conducting cleaning in a high risk area
- h. the personal conditions that may restrict your cleaning duties (e.g. colds, open cuts, head lice), why it is important to report these and to whom
- i. the appropriate personal protective equipment for the cleaning you are undertaking and for the high risk area in which you are working
- j. why it is important to have serviceable cleaning equipment and to whom you should report any problems
- k. the equipment, tools and machinery that should be cleared from the workplace before and after cleaning

Unit 209

Clean high risk areas

Outcome 2

Prevent the spread of infection and contamination in a high risk area

Performance criteria

What you must do

1. continually assess the need to perform hand hygiene to prevent the spread of infection or contamination of the high risk area
2. use appropriate methods of maintaining personal hygiene following instructions, procedures and any guidelines
3. seek advice from the appropriate person when you are asked to clean environments where there is a specific risk of infection or contamination to which you would not routinely be exposed
4. identify damaged items of furniture and/or equipment within the high risk area, report them to the appropriate person and ensure they are clean before removal and/or reinstatement
5. before cleaning starts clarify with the appropriate person the nature of the soiling
6. make sure that high risk area has been cleared of any waste and that it has been disposed of properly and in accordance with workplace procedures
7. report any accidental damage or disruption to high risk areas caused through cleaning processes
8. when you have finished your work, remove signage and return it in a clean condition to the appropriate storage area
9. ensure all cleaning materials, equipment and cleaning agent containers are returned in a clean and safe condition to the appropriate storage area
10. remove personal protective equipment and inspect it for damage, deterioration and contamination and arrange for replacement, cleaning or disposal where necessary
11. store or dispose of all personal protective equipment following workplace instructions, procedures or guidelines
12. ensure all procedures have been fully met before you collect your personal items from storage
13. follow the workplace instructions, procedures and any guidelines for leaving the workplace

Knowledge requirements

What you must know

- a. the location of facilities for maintaining hand hygiene and why effective hand hygiene is important in a high risk area
- b. the risks that you would encounter in your routine cleaning tasks and areas of the workplace that pose different risks
- c. why you should seek advice about cleaning environments that may pose a specific risk and who you should ask
- d. the potential risks that damaged items of furniture or equipment in the high risk area may pose, why you should report them and to whom
- e. the types of surface and soiling you are required to clean and how to identify them
- f. workplace procedures for reporting any soiling that you are unable to identify
- g. who is responsible for checking your work
- h. who is responsible for removing waste from the high risk area and how regularly this is carried out
- i. the workplace instructions, procedures and any guidelines for reporting accidental damage

Unit 209

Clean high risk areas

Outcome 2

Prevent the spread of infection and contamination in a high risk area

- j. when to remove signage from the work area and where it is stored
- k. how to inspect the personal protective equipment you have used and when equipment should be replaced or cleaned
- l. the procedures for disposing of waste and disposing of or storing and cleaning personal protective equipment
- m. the workplace procedures for leaving the high risk area and retrieving your personal items

Unit 210 Clean confined spaces

Overview

Unit Overview

This unit is about maintaining levels of cleanliness in confined spaces. When working in confined spaces it is important to be vigilant against possible hazards and risks that may arise during the work activity, taking precautions to prevent access by the public and other unauthorised personnel. To reduce risks to personal safety it is important that you wear the appropriate personal protective equipment and that when working alone you maintain regular contact with a colleague and/or your workplace

Learning outcomes

- 1 Conduct cleaning in a confined space
- 2 Follow safe working practices in the confined space

Evidence requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 210

Clean confined spaces

Outcome 1

Conduct cleaning in a confined space

Performance criteria

What you must do

1. before carrying out your work, identify risks to health and safety and carry out a risk assessment
2. check that required cleaning activities will not be restricted by the working space available
3. prepare and check all equipment is in working order and electrical equipment is fully charged before entering the work site
4. where there are designated personnel for supervising the work, obtain authorisation for entry to the work area and relevant health and safety information
5. before entering the work area check with the appropriate person that atmospheric conditions have been checked and are safe
6. follow the workplace instructions, procedures and any guidelines for entering the confined space
7. before cleaning starts, control access to the work area, in line with workplace and organisational requirements
8. check before and after cleaning that the workplace is clear of any equipment, tools and materials that are not required
9. before cleaning starts, clarify the nature of the soiling with the appropriate person
10. seek advice from the appropriate person when you are asked to clean environments where there is a specific risk to which you would not routinely be exposed
11. carry out the cleaning process in line with instructions and the correct procedures

Knowledge requirements

What you must know/

- a. how atmospheric conditions can affect the work you are able to do and why it is important to ensure they have been checked
- b. why it is important to check the nature of the soiling and your level of skill in dealing with it
- c. why you should seek advice about cleaning spaces that may pose a specific risk and whom you should ask
- d. the risks present in the confined space and how to identify them for the purposes of a risk assessment
- e. the procedures for arranging communication with your supervisor or workplace and why it is important to confirm such procedures before starting work
- f. the appropriate personal protective equipment for the cleaning you are undertaking and for the confined space in which you are working
- g. why it is important to have serviceable cleaning equipment before entering the confined space, how to check it and to whom you should report any problems
- h. the workplace procedures for
 - i. entering and leaving the confined space
 - ii. conducting cleaning in the confined space
- k. the instructions and procedures for carrying out the cleaning processes
- l. the procedures for controlling access to the confined space and why it is important to follow these

Unit 210

Outcome 2

Clean confined spaces

Follow safe working practices in the confined space

Performance criteria

What you must do

1. control risks adequately which arise during working, acting immediately to remedy any unsafe activity, equipment and environmental conditions
2. start emergency exit procedures immediately an emergency situation arises
3. make sure that confined spaces have been cleared of any waste and that this has been disposed of properly and in accordance with workplace procedures
4. report any accidental damage or disruption to confined spaced caused through cleaning processes
5. when you have finished cleaning, complete all documentation accurately and promptly as required by workplace procedures
6. when you have removed reusable personal protective equipment inspect it for damage, deterioration and contamination and arrange for replacement where necessary
7. clean and store or dispose of all personal protective equipment following workplace instructions, procedures or guidelines
8. close down and make the work area safe when cleaning is finished
9. ensure all procedures have been fully met before you collect any personal items from storage
10. follow the workplace instructions, procedures and any guidelines for leaving the workplace
11. complete all documentation and reports before filing them in the designated place or passing them to designated personnel

Knowledge requirements

What you must know

- a. the procedures for exiting the confined space in the event of an emergency
- b. workplace procedures for monitoring conditions in the confined space
- c. the correct action to take to deal with risks that arise during working
- d. who is responsible for checking your work
- e. who is responsible for removing waste from the confined space
- f. the workplace instructions, procedures and any guidelines for reporting accidental damage
- g. how to inspect the personal protective equipment you have used and when disposable equipment should be replaced
- h. the procedures for disposing of waste and for disposing or storing personal protective equipment
- i. the workplace procedures for leaving the confined space and retrieving your personal items
- j. workplace procedures for closing down and making the work area safe on completion of cleaning
- k. the necessary documentation to complete when you have finished your cleaning tasks and how to complete it fully

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Unit 211

Clean food areas

Unit overview

This unit is about conducting routine cleaning in food areas including kitchens, food service areas, food manufacturing premises, food production and food retailing.

Food preparation, service and retail areas pose a high risk to public health if not cleaned properly. High standards of personal, including hand, hygiene should be observed and maintained throughout the cleaning process. It is important to follow the cleaning specification in the business' food safety management procedures.

This unit also covers the cleaning of in-place equipment and it is, therefore, important that correct precautions are taken with regard to Personal Protective Equipment and the handling and safe isolation of food production equipment.

This unit consists of **two** outcomes:

- 1 Clean food areas according to business' food safety management procedures
- 2 Complete cleaning of food areas

Evidence requirements

211-Outcome 1				
PC ref.	O	Q/ PD	S	P
1.	✓	✓		✓
2.	✓			
3.	✓	✓		
4.	✓	✓		
5.	✓			
6.	✓	✓		
7.	✓			
8.	✓			
9.	✓			
10.	✓			
11.	✓			
12.	✓			
13.	✓	✓		
14.	✓	✓		
15.	✓			

211-Outcome 2				
PC ref.	O	Q/ PD	S	P
1.	✓	✓		
2.	✓	✓		
3.	✓	✓		
4.	✓			
5.	✓	✓		
6.	✓			
7.	✓			
8.	✓			
9.	✓			

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 211

Clean food areas

Outcome 1

Clean food areas according to business' food safety management procedures

Performance criteria

What you must do

1. Obtain the cleaning specification in the business' food safety management procedures at the right time
2. Remove all your personal items and store in an approved place and put on personal protective equipment
3. Ensure your level of personal hygiene meets the standard required by the business' food safety management procedures and report health conditions such as skin disorders, open sores, diarrhoea etc. to the relevant person
4. Move and protect items, including food, in the cleaning area in accordance with the cleaning specification
5. Use the cleaning equipment that is suitable for the specific cleaning operation and check that it is safe before you use it
6. Separate and clearly label faulty or damaged cleaning equipment and make the food business operator aware of this
7. Prepare food production plant, equipment and materials for cleaning in-place in accordance with the cleaning specification
8. Isolate food equipment power supplies whenever necessary
9. Carry out the cleaning without damaging in-place plant and equipment
10. Follow the manufacturer's instructions and safe working practices when taking apart, handling and re-assembling food production equipment
11. Check that you put all parts in the right holding area when taking food production equipment apart and identify equipment parts for reassembly
12. After reassembling equipment, check it is in correct working order
13. Record and report to the relevant person faults eg. where the cleaning specification cannot be met, missing or damaged food equipment parts and pest infestation
14. Make sure that there is enough ventilation and that there are no other chemicals on the surfaces before starting to de-scale food production equipment
15. In line with manufacturers' instructions de-scale and clean equipment parts methodically using methods that are in line with business' and equipment manufacturer's instruction and are least likely to cause contamination

Knowledge requirements

What you must know

- a. why it is important to have the business' up-to-date cleaning specification and from whom it can be obtained
- b. the level of personal hygiene required for the food area in which you are working, how to maintain that level and why it is important
- c. why health conditions such as skin disorders, open sores, diarrhoea etc. must be reported to the relevant person
- d. why food items must either be moved or protected during cleaning operations, the correct methods of doing so and the consequences of not doing this correctly
- e. the range of cleaning equipment specified and how to check that it is safe to use
- f. which cleaning agents are suitable for the surfaces you are cleaning and the damage that can be caused by the using the wrong ones

Unit 211

Outcome 1

Clean food areas

Clean food areas according to business' food safety management procedures

- g. how to recognise and label faulty or damaged food production equipment and why this should be reported
- h. how safely to isolate powered food production equipment and why you must do this before cleaning
- i. why it is important to refer to manufacturers instructions for disassembling, re-assembling and cleaning of food production equipment and where this information can be obtained
- j. workplace procedures for dismantling and re-assembling food production equipment, including the correct holding area for parts
- k. how to ventilate the food production area and why this is important
- l. how to check for chemical residues where this has been used
- m. the correct methods for de-scaling and cleaning food production equipment and how to apply them safely

Performance criteria

What you must do

1. As you carry out your work, assess your cleaning according to the business' food safety management procedures
2. Identify instances of pest infestation, report to the relevant person and remove the evidence following proper and safe procedures
3. Take action to ensure the area is cleaned thoroughly and as frequently as necessary until the pest infestation has been eradicated
4. Check that individual parts of food production equipment are clean before re-assembly
5. Leave food production equipment in safe working order when you have finished, reporting any equipment problems noted during cleaning or reassembly
6. Leave equipment and the working area free of deposits, cleaning residues and foreign objects
7. Check that ventilation systems and surfaces are clean and dry when you have finished
8. Dispose of waste and slurry according to the food business' food safety management procedures
9. When you have finished cleaning ensure that the cleaning equipment, machinery and personal protective equipment are cleaned and securely stored according to the cleaning specification

Knowledge requirements

What you must know

- a. how to monitor the cleaning you are undertaking and why it is important to maintain standards according to the business' food safety management procedures
- b. the main types of pest infestations common to food production areas, how to identify them and the action to take to deal with them
- c. why it is important to report pest infestations and the correct procedures you must take to deal with any incidence of infestation
- d. the correct procedures for dis-assembly and re-assembly of food production equipment and why it is important to check that all parts are clean before reassembly
- e. how to identify problems with food production equipment and the correct procedures for reporting them
- f. why it is important to leave the food area free of deposits, residue and foreign objects and the consequences of not doing so
- g. the correct place for all food or equipment moved during the cleaning activity and why it is important to put items back where they came from
- h. why surfaces and vents should be left dry on completion of cleaning
- i. the correct procedures for disposing of waste and slurry
- j. how to clean the cleaning equipment used, why you should do this and where and how it should be stored

Unit 212

Deep clean equipment and surfaces

Unit overview

This unit is about conducting specialised, non-routine equipment and surface cleaning which may involve the use of specialist equipment.

Conducting deep cleaning may also require the use of specialist chemicals and treatments such as heavy-duty degreasers, de-waxers, tar and glue remover, acid cleaners, metal detergents, solvent de-greasers, waxes and polishes.

When conducting deep-cleaning it is important to be vigilant for health and safety risks such as chemical fumes, and damage to surrounding surfaces that may occur from exposure to cleaning agents and treatments. In food premises it is important to refer to the business' food safety management procedures when conducting deep-cleaning as they may have special procedures or precautions.

This unit consists of **three** outcomes:

- 1 Prepare the work area for cleaning
- 2 Treat the work area
- 3 Reinststate the work area

Evidence requirements

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

212-Outcome 2				
PC ref.	O	Q/ PD	S	P
1.	✓	✓		
2.	✓	✓		✓
3.	✓	✓		✓
4.	✓			
5.	✓			
6.	✓			
7.	✓	✓		
8.	✓			
9.	✓			
10.	✓			

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 212

Deep clean equipment and surfaces

Outcome 1

Prepare the work area for cleaning

Performance criteria

What you must do

- 1 Obtain the latest business' cleaning specification for deep cleans from the responsible person
- 2 Ensure your level of personal hygiene meets the business' standards and is maintained throughout the cleaning process
- 3 Remove any personal items that may harbour micro-organisms or which may be damaged by exposure to specialist treatments or surface soiling
- 4 Ensure that the required personal protective equipment is available for use and is used when undertaking deep-cleaning
- 5 Identify the correct equipment/work area for treatment and decide on the most effective and economical treatment to provide
- 6 Examine the equipment/surface to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling
- 7 Refer to manufacturer's instructions when disassembling equipment
- 8 Identify and report damaged or deteriorating surfaces and/or those which may require restorative work; report damaged food equipment
- 9 Tell the responsible person, as quickly as possible, if you do not know what the soil is or if you think that the surface may be damaged by the cleaning operation, or the substance might pose a risk to health
- 10 Look for and note any factors that will affect how you clean the surface
- 11 Before carrying out cleaning of equipment, isolate electrical or gas supplies according to safety requirements, purge supply lines and protect isolation points against accidental switching on, during cleaning
- 12 Note any standards that need to be applied to the work other than your supervisor's instructions, for example instructions held by the customer relative to the surface you are to treat or any slip resistance factor you must restore
- 13 Make sure there is enough ventilation in the work area for your comfort when carrying out deep cleaning, and to aid any drying process

Knowledge requirements

What you must know

- a. why it is important to have the business' up-to-date cleaning specification and from whom it can be obtained
- b. the level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene
- c. why it is necessary to remove your personal items and where they should be stored during cleaning
- d. how to identify and assess the work area and its contents for required cleaning
- e. how factors such as type, position, form and amount of soiling may influence the type of cleaning required
- f. the available methods of treatment and the most effective and economical to use
- g. how to assess whether the equipment/surface is suitable for the planned treatment and what factors to take into account
- h. why it is important to report damaged or deteriorating surfaces and the effect that applying treatments may have on them

Unit 212

Deep clean equipment and surfaces

Outcome 1

Prepare the work area for cleaning

- i. the methods for reporting to your supervisor any concerns about the cleaning activity and why you should do this promptly
- j. the factors that will affect how you clean the surface
- k. how to safely isolate electrical or gas supplies and why you must do this before starting cleaning
- l. any standards that need to be applied to the equipment/work surface and who is responsible for ensuring these are adhered to
- m. how to ventilate the work area

Unit 212

Outcome 2

Deep clean equipment and surfaces

Treat the work area

Performance criteria

What you must do

1. For food businesses, monitor cleaning according to the business' food safety management procedures
2. Have the correct authorisation to use any deep cleaning equipment before beginning work
3. Make sure that cleaning equipment is in safe working order before beginning work, identifying and reporting to the relevant person any reasons for not using the specified equipment
4. Remove any superficial dust and debris before commencing the deep clean
5. Soften ground-in soil and stains before trying to remove them
6. Carry out test cleans for colour-fastness, shrinkage and soil removal in an area where marks are least likely to be noticed
7. Check your own current health and safety instructions with workplace procedures to protect yourself and others throughout the cleaning process
8. Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the surface
9. Ensure the treatment is applied evenly and methodically and that any absorbent patches are pre-treated, concentrating the treatment on the most stubborn/ingrained soil or stain
10. Use all deep cleaning equipment and/or machinery safely and efficiently, following the manufacturer's instructions and those of your organisation

Knowledge requirements

What you must know

- a. for food businesses, how to monitor the cleaning you are undertaking and why it is important to maintain standards according to the business' food safety management procedures
- b. why there are checks and restrictions in-place for the use of deep cleaning equipment and why these must be adhered to
- c. how to check that equipment is in safe working order before use, the circumstances in which equipment may not be used and to whom to report any problems
- d. why it is important to remove superficial dust and debris before commencing the deep cleaning process
- e. how to soften ground-in soil and/or stains and why it is necessary to do this
- f. how to identify the most appropriate place to carry out test cleans and why this should be done before applying treatments
- g. organisational health and safety instructions and why these should be checked against workplace procedures
- h. where to find manufacturers instructions for disassembling and reassembling food equipment, applying treatments, operating cleaning equipment and/or machinery and why it is important to follow these
- i. the circumstances under which equipment and surfaces should be pre-treated
- j. why treatments should be applied to surfaces evenly and the effects of not doing this

Performance criteria**What you must do**

1. Examine the treated surface for an even appearance, ensuring it is free from dirt and excess moisture
2. Tell the relevant person about any stains or soil that you could not remove, applying more treatment according to instructions
3. Where applicable, rinse treated surfaces taking care not to affect the surrounding area
4. Where applicable apply protective treatments or coatings
5. Put everything back in the right place, protecting furniture and equipment where a wet treatment was used and ensure no residues remain
6. Ensure you carry out a check for pest infestation and take the appropriate action to deal with any infestation identified
7. Where equipment with moving parts has been treated, ensure it is functioning correctly after deep cleaning
8. Report to the appropriate person any defects or damage caused during cleaning
9. Dispose of used and un-used solutions according to manufacturer's instructions, and clean your equipment thoroughly
10. Put away cleaning agents and treatments securely when you have finished with them
11. Clean and store or dispose of all personal protective equipment following workplace instructions, procedures or guidelines

Knowledge requirements**What you must know**

- a. how long the treatment should take to work and what to look for when checking the treated surface and equipment on completion of cleaning
- b. the treatments that require rinsing, how this should be performed and the potential consequences of the inadequate removal of residues from food areas
- c. who to inform about soils or stains that you could not remove
- d. the factors to take into account when considering whether to apply more treatment to surfaces
- e. the surfaces that require protective treatments and how to apply these, according to instructions
- f. the correct place for all items moved before and during the cleaning activity and why it is important to put items back to the original place before they were moved
- g. how to identify signs of pest infestation and to whom to report this
- h. how to check that cleaned equipment is functioning correctly and the correct procedures for reporting any problems or damage
- i. the correct procedures for disposing of used and/or unused treatments and why these should be followed
- j. the correct method for cleaning equipment and/or machinery used during your work and why it is important to leave it in a clean condition
- k. the correct place for storing cleaning treatments, equipment and machinery
- l. how to inspect personal protective equipment after use, how it should be cleaned and stored and the circumstances under which it should be disposed

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Unit 213

Clean, maintain and protect hard floors

Unit overview

This unit is about cleaning hard and semi-hard floors using manual equipment such as brushes, mops and vacuum cleaners. It covers assessing the amount of cleaning that is required, the most suitable cleaning agents and the necessary cleaning equipment.

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

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

This unit consists of **three** outcomes:

- 1 Prepare to maintain hard floors
- 2 Clean hard floors
- 3 Protect hard floors

Evidence requirements

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

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

213-Outcome 3				
PC ref.	O	Q/ PD	S	P
1.	✓			
2.	✓			
3.	✓			
4.	✓			
5.	✓			

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 213

Outcome 1

Clean, maintain and protect hard floors

Prepare to maintain hard floors

Performance criteria

What you must do

1. prepare your working area and your equipment so that you can do the job efficiently, correctly and safely
2. ensure your level of personal hygiene meets the business' standards and is maintained throughout the cleaning process
3. ensure that the required personal protective equipment is available for use and is used when undertaking cleaning of floors
4. identify the correct equipment/work area for treatment and decide on the most effective and economical treatment to provide
5. identify and report damaged or deteriorating surfaces and/or those which may require restorative work
6. look for and note any factors that will affect how you clean the floor
7. note any standards that need to be applied to the work other than your supervisor's instructions, for example instructions held by the customer relative to the surface you are to treat or any slip resistance factor you must restore
8. make sure there is enough ventilation in the work area for your comfort when carrying out cleaning, and to aid any drying process
9. choose equipment and cleaning agents that are right for the floor, the amount of ground-in soil and the protective coating

Knowledge requirements

What you must know

- a. examples of hard and semi-hard floors
- b. how to prepare for cleaning hard floors
- c. the level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene
- d. why it is necessary to remove your personal items and where they should be stored during cleaning
- e. organisational Health and Safety instructions and why these should be checked against workplace procedures
- f. why there are checks and restrictions in-place for the use of deep cleaning equipment and why these must be adhered to
- g. what might happen if you do not take the right safety measures
- h. what colour coding means and why it is important
- i. the factors that will affect how you clean the floor

Performance criteria

What you must do

1. Safely clear any large items of debris by hand first of all
2. Remove the loose dust and debris carefully and safely without causing the dust to spread
3. Report any bodily fluid or other spillages that you cannot identify to the person in charge, and only clear them up when they tell you
4. Choose a method of clearing up the spillage that is right for the floor and the size and type of spillage
5. Soften ground-in soil and stains before trying to remove them
6. Carry out test cleans in an area where marks are least likely to be noticed
7. Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the surface
8. Report any stains that you cannot remove
9. Leave the floor free of ground-in soil and protective coating, neutralised, dry and free of smears
10. Put the area back as you found it
11. Dispose of any unused cleaning treatments and waste products according to workplace guidelines

Knowledge requirements

What you must know

- a. why you should clear large items of debris by hand first of all
- b. safe handling techniques for large items of debris
- c. different methods of removing loose dust and debris and how to choose the right one
- d. the correct container in which to put dust and debris
- e. how to identify different types of spillage
- f. why it is important to report any spillages you cannot identify and body fluids and not clear these up until you have instructions
- g. different methods of removing spillages and how to choose the right one
- h. the available methods of treatment and the most effective and economical to use
- i. how to identify the most appropriate place to carry out test cleans and why this should be done before applying treatments
- j. the circumstances under which equipment and surfaces should be pre-treated
- k. why treatments should be applied to surfaces evenly and the effects of not doing this
- l. why it is important to report any stains that cannot be removed
- m. why it is important to dispose of left-over cleaning solutions correctly and how to do so
- n. why the floor must be left free of ground-in soil and protective coatings and what might happen if it is not
- o. the importance of leaving the floor neutralised and what might happen if it is not

Performance criteria

What you must do

1. choose a protective coating and equipment that is right for the floor surface
2. apply the required number of protective coatings evenly and systematically, following manufacturer's instructions
3. leave the floor dry, with an even finish
4. leave the floor free of dust
5. dispose of any unused materials correctly and put everything back in the right place

Knowledge requirements

What you must know

- a. the range of protective coatings available and how to choose one that is right for the floor surface
- b. How to decide what is the right number of protective coatings
- c. how to apply the coating evenly and systematically and why
- d. how to burnish the floor systematically, obtaining the required degree of shine
- e. how to dispose of unused protective coatings correctly
- f. the importance of putting things back as you found them

Unit overview

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

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

This unit consists of **two** outcomes:

- 1 Prepare to maintain soft floors or furnishings
- 2 Maintain soft floors and furnishings

Evidence requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Performance criteria**What you must do**

1. Ensure your level of personal hygiene meets the standards of the specification and is maintained throughout the cleaning process
2. Identify the correct material for treatment and decide on the most effective and economical treatment to provide
3. Examine the material to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling
4. Identify whether the material is colourfast and shrink-resistant
5. Identify and report damaged or deteriorating surfaces and/or those which may require restorative work
6. Look for and note any factors that will affect how you clean the material
7. Note any standards that need to be applied to the work other than your supervisor's instructions, for example instructions held by the customer relative to the material you are to treat
8. Make sure there is enough ventilation in the work area for your comfort when carrying out deep cleaning, and to aid any drying process
9. Move portable objects which may get in the way while you are working
10. Prepare your working area and your equipment so that you can do the job efficiently, correctly and safely

Knowledge requirements**What you must know**

- a. why it is important to have an up-to-date cleaning specification and from whom it can be obtained
- b. the level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene
- c. why it is necessary to remove your personal items and where they should be stored during cleaning
- d. why there are checks and restrictions in-place for the use of deep cleaning equipment and why these must be adhered to
- e. organisational Health and Safety instructions and why these should be checked against workplace procedures
- f. the available methods of treatment and the most effective and economical to use
- g. how to assess whether the material is suitable for the planned treatment and what factors to take into account

Performance criteria

What you must do

1. Remove dust and debris before you apply the cleaning agent or treatment
2. Soften ground-in soil and stains before trying to remove them
3. Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the material
4. Examine the treated area and apply more treatment if it will help to remove the stain safely
5. Make sure that surfaces have an even appearance when you have finished your work
6. Leave the material free of excess moisture and ground-in soil when you have finished
7. Put everything back as you found it
8. Dispose of waste away according to workplace guidelines
9. Tell the relevant person about any stains you cannot remove

Knowledge requirements

What you must know

- a. why it is important to remove superficial dust and debris before commencing the deep cleaning process
- b. how to soften ground-in soil and/or stains, when it is soft enough and why it is necessary and important to do this
- c. how to identify the most appropriate place to carry out test cleans and why this should be done before applying treatments
- d. the circumstances under which equipment and surfaces should be pre-treated
- e. why treatments should be applied to materials evenly and the effects of not doing this
- f. how to clean methodically, how you can reduce spreading dust and why this is important
- g. how to avoid damaging the surface and the possible results of damaging the surface
- h. why it is important to take precautions in cleaning unsecured items such as rugs
- i. the dangers of working at height using step ladders and how to do so safely
- j. why it is important to remove any excess moisture

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Unit 215

Clean glazed surfaces and façades

Overview

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

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

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

This unit consists of **two** outcomes:

- 1 Conduct cleaning of glazed surfaces and façades
- 2 Complete cleaning of glazed surfaces and façades and reinstate the work area

Simulation is acceptable for performance evidence in this unit if agreed with your external verifier

Evidence requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 215

Outcome 1

Clean glazed surfaces and façades

Conduct cleaning of glazed surfaces and façades

Performance criteria

What you must do

1. Follow procedures for getting into the work area
2. Inspect the surface for any defects prior to cleaning and report to the appropriate person
3. Check that all cleaning equipment is clean and free of residue
4. Check that all windows and openings are securely closed before starting cleaning
5. Before cleaning starts, display the appropriate signage for the work area and work being conducted
6. Treat surfaces before applying any cleaning agents to soften ground-in dirt and remove dust
7. Use workplace or organisationally approved methods and equipment for conducting cleaning to avoid marking or scratching the surface
8. Conduct cleaning operations using techniques that will reduce risks of personal strain and injury
9. Operate cleaning equipment according to manufacturer's instructions and organisational policies, where applicable
10. Avoid over wetting the work area in order to prevent leaks or seepage to the interior
11. Report any previously unidentified damaged surfaces as you conduct cleaning
12. Follow organisational or workplace procedures in the event of a fault or other emergency situation

Knowledge requirements

What you must know

- a. the procedures for entering and leaving the workplace
- b. how to inspect the surface, the correct procedures for reporting defects and why it is important to do this
- c. why cleaning equipment should be clean before starting work
- d. why windows and opening should be closed before starting cleaning and procedures for doing so
- e. the advantages of treating surfaces before applying any cleaning agents
- f. approved workplace or organisational methods for cleaning surfaces and the appropriate equipment to use
- g. techniques for avoiding personal strain and injury
- h. where to find manufacturer's instructions for operating equipment and/or machinery
- i. workplace and/or organisational procedures for reporting faults and emergencies

Unit 215

Outcome 2

Clean glazed surfaces and façades

Complete cleaning of glazed surfaces and façades and reinstate the work area

Performance criteria

What you must do

1. Remove excess water from surfaces, leaving them streak free
2. Ensure all surfaces are dry upon completion of cleaning
3. Apply any treatments or protective coatings to surfaces following cleaning
4. Ensure accessories, fittings, frames and/or furniture such as handles and closures are free of any cleaning residue
5. Upon completion of cleaning put the work area back as you found it
6. Dispose of waste in accordance with workplace and/or organisation policies
7. Ensure all cleaning equipment and/or machinery is clean and dry on completion of the work
8. Return all equipment to the correct place, ensuring it is securely stored

Knowledge requirements

What you must know

- a. techniques for removing excess water and appropriate equipment to use
- b. any appropriate treatments to apply to surfaces upon completion of cleaning
- c. why it is important to ensure that, upon completion of cleaning, accessories, fittings and/or furniture are free of cleaning residue
- d. how to put the work area back as you found it and why you should do this
- e. organisational or workplace procedures for disposing of waste
- f. why cleaning equipment and/or machinery should be cleaned when you have finished your work and how to do this
- g. the procedures for storage of cleaning equipment and/or machinery and where it is kept

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Unit 216 Overview

Deal with non routine waste

Unit Overview

This unit is about the handling of non-routine waste, which could include for example hazardous waste, such as clinical waste or sharps. It is about following procedures to ensure that waste is clearly labelled and that its movement is recorded. This unit requires that you treat all waste carefully, ensuring that waste receptacles are handled according to instructions. When handling waste, it is important to maintain personal hygiene in order to prevent health and safety risks to yourself and others and to prevent contamination of the work area

Learning outcomes

- 1 Handle and label non-routine waste
- 2 Transfer non-routine waste and deal with containers

Evidence Requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 216

Outcome 1

Deal with non routine waste

Handle and label non-routine waste

Performance criteria

What you must do

1. prepare yourself and your working area so that you can do the job efficiently, correctly and safely
2. make sure you wear the necessary personal protective equipment (PPE) required by your work instructions
3. check that storage containers are securely sealed before handling
4. check that the seal on any used waste storage receptacle is unbroken when movement is complete
5. where waste is collected up for transfer to a collection point, identify the waste that needs to be transferred and do this using approved handling procedures
6. where different types of waste to be collected do not have separate local containers, identify the waste material for collection and segregate or sort before disposal to the collection points
7. ensure that the origin of waste is clearly marked where your instructions require you to do so
8. label and record the movement of waste as required
9. handle sacks and receptacles as instructed to secure your own safety and that of others, and to make sure they are not damaged by handling
10. use the handles provided to move rigid containers
11. identify sharps as requiring special handling and use the pick-up kit and specific box for disposal of sharps
12. check first with your supervisor before removing items that you are unsure whether they are to be treated as waste

Knowledge requirements

What you must know

- a. the procedures for preparing yourself and the work area and the methods for doing this
- b. the required personal protective equipment (PPE) and why it is important to wear it
- c. approved methods for transferring waste
- d. how to correctly mark, label and record waste and its' movement and why this is necessary
- e. the procedures and required equipment for disposing of sharps safely
- f. the correct methods for handling and disposing of clinical waste
- g. safe procedures for segregating and sorting waste for recycling
- h. the procedures for dealing with suspicious packages

Unit 216

Outcome 2

Deal with non routine waste

Transfer non-routine waste and deal with containers

Performance criteria

What you must do

1. make sure that containers of waste materials are taken safely to the right place and secured if necessary
2. work methodically in a way that cuts down the risk of contaminating surrounding areas
3. record and tell your supervisor if you think that there may be signs of pests or something is faulty or broken
4. ensure that waste containers that are heavily used at regular intervals are cleaned according to instructions
5. replace bin liners or set up fresh containers, according to workplace requirements
6. leave clean containers in the correct place and in a condition which is fit for use
7. if spillages occur follow instructions to deal with their safe removal
8. leave holding areas clean when you have finished
9. return your equipment and cleaning agents to the correct store in a clean and safe condition
10. follow procedures for removing, cleaning and disposal of used PPE

Knowledge requirements

What you must know

- a. how to correctly identify and dispose of sanitation bins
- b. why the location and cleaning of waste areas is important in preventing and controlling pests
- c. how to identify problem and hazardous wastes
- d. why it is important to repackage waste containers that have dangerous residue adhering to their outsides
- e. the procedures for reporting and handling waste spillages
- f. the standards of cleanliness for holding areas and empty holding and collection bins
- g. the location of waste holding areas and methods of safe carriage of collected wastes to them

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Unit 217 Overview

Carry out maintenance and minor repairs

Unit Overview

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

Learning outcomes

- 1 Carry out maintenance and minor repairs

Evidence Requirements

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Simulation is acceptable for performance evidence in this unit if agreed with your external verifier

Performance criteria

What you must do

1. Ensure conditions are suitable to carry out maintenance and repairs
2. Identify the items that need maintenance and repair and the work required
3. Choose the hand tools and equipment that are most appropriate for the maintenance and repair that is needed
4. Protect the immediate surrounding areas throughout the preparations and the work
5. Use the appropriate method to prepare damaged areas or surfaces for repairs
6. Use approved safe working practices throughout maintenance and repair, ensuring electrical supplies are safely isolated, where necessary
7. Use the right techniques for achieving maintenance and repairs and make sure that your work does not have an adverse effect on the finished appearance of the items and surrounding area
8. When replacing items check that replacements function the same manner and operate safely
9. Check that the area functions properly following maintenance and repair and that the appearance of the work area matches that of the immediate surrounding area, as far as is possible
10. Report to the relevant person any maintenance and repair requirements that you are not competent to carry out or any cleaning that is required
11. Clean tools thoroughly after use and return them and any unused materials to the right place

Knowledge requirements

What you must know

- a. how weather and other site conditions (such as heat, snow, ice or mud) may influence the way you carry out your work
- b. where maintenance and repair is required and how site conditions can affect your ability to carry out the work
- c. the type of maintenance and repair that is required and its extent
- d. the tools and equipment available for use and which are the most appropriate for the work
- e. why it is important to protect the surrounding area and the most effective and appropriate method to do this
- f. the necessary preparatory work to carry out before conducting repairs and why it is important that this is done
- g. approved, safe working practices for carrying out the work
- h. suitable techniques for carrying out maintenance and repairs to ensure the appearance of the items and surrounding area remains intact
- i. the characteristics of items to be replaced and why it is important to retain them
- j. how to check that the items function correctly when maintenance and repair is finished and why this should be done

Unit 217

Outcome 1

Carry out maintenance and minor repairs

Carry out maintenance and minor repairs

- k. reporting procedures for any maintenance and repair that you are not competent to carry out
- l. the correct way to clean tools and equipment and why it is important to do this when you have finished using them
- m. the correct place to store tools and equipment and any un-used materials

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Unit 218 Perform street cleansing manually

Overview

Unit Overview

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

Learning outcomes

- 1 Remove litter and detritus from grounds
- 2 Maintain waste collection points

Evidence requirements

218-Outcome 1				
PC ref.	C	Q/ PD	S	P
1.	✓	✓		
2.	✓	✓		
3.	✓			
4.	✓			
5.	✓			
6.	✓			
7.	✓			
8.	✓			

218-Outcome 2				
PC ref.	C	Q/ PD	S	P
1.	✓	✓		
2.	✓	✓		
3.	✓			
4.	✓			
5.	✓			
6.	✓			
7.	✓			
8.	✓	✓		✓

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Performance criteria

What you must do

1. ensure you have the correct instructions and are aware of procedures for carrying out the work
2. confirm the area to be cleaned
3. chose the equipment and cleaning methods that are suitable for the litter, detritus and debris and the surface
4. use the right methods for removing the litter from the ground surface
5. when not in use secure any mobile equipment to prevent risk of injury to others
6. where necessary segregate litter and put it in the right containers
7. clear as much detritus and debris as you can given the working conditions
8. transfer litter containers to the right collection points

Knowledge requirements

What you must know

- a. the instructions and relevant workplace procedures for carrying out the work
- b. factors to take into account when identifying litter and procedures for reporting items when you think they might present a risk to health and safety
- c. the equipment available to you to remove litter and the most appropriate for the type of litter
- d. why you should secure mobile equipment and what could happen if you fail to do so
- e. why litter needs to be segregated and the correct containers in which to put it
- f. the correct place for litter containers and how to transfer them safely
- g. why it is important to ensure the work area is left litter free
- h. the standard of work to be provided

Performance criteria

What you must do

1. confirm the number and location of the containers that you must empty
2. follow your workplace procedures if you find containers that have types of litter, detritus and debris in them that required specialist treatment or handling
3. choose equipment that is suitable for the removal of litter, detritus and debris and your working conditions
4. use this equipment safely and according to legal and workplace requirements
5. completely empty the containers and replace them as necessary
6. make sure the area around the container is clean and tidy
7. take the collected detritus and debris to the correct collection point
8. promptly report to your supervisor any problems that you come across

Knowledge requirements

What you must know

1. where to find information on the number and location of waste containers to be emptied
2. what constitutes unacceptable types of debris and detritus and the action to take to deal with it
3. the equipment suitable for removing debris and detritus and how to operate it safely, according to requirements
4. procedures for emptying containers and how to identify when they need replacing
5. procedures for reporting problems and to whom they should be reported

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Unit 219 Perform street cleansing by machine

Overview

Unit Overview

This unit is about carrying out street cleansing using a vehicle or other automated equipment. It covers removing litter and detritus from public areas including streets, pavements, pedestrianised areas and car parks. It involves identifying and following the correct procedures to deal with any litter that may pose a risk to health and safety. It is important to ensure that, when you have finished your work, grounds are litter free and all debris and detritus, as is feasible, has been removed

Learning outcomes

- 1 Remove litter and detritus
- 2 Deal with collected waste

Evidences requirements

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

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 219

Perform street cleansing by machine

Outcome 1

Remove litter and detritus

Performance criteria

What you must do

1. ensure you have the correct instructions and are aware of procedures for carrying out the work
2. confirm the area to be cleaned
3. choose the vehicle or machinery and cleaning methods that are suitable for the litter, detritus and the surface
4. ensure you have the correct legal and organisational authorisation to use the vehicle or machinery
5. ensure the vehicle or machinery has sufficient resources (e.g. fuel and water) to complete the work to the required standard in the required time
6. follow the correct procedures if there is a fault with the vehicle or machinery
7. wear the appropriate personal protective equipment for the vehicle or machinery being used, and for the working conditions
8. use the appropriate methods according to the type of litter and detritus, working conditions and type of vehicle or machinery
9. operate vehicles and machinery with care and take all possible steps to avoid others such as pedestrians
10. when not in use secure the vehicle or mechanical equipment to prevent risk of injury to others
11. allowing for working conditions ensure maximum clearance of litter and detritus

Knowledge requirements

What you must know

- a. the instructions and relevant workplace procedures for carrying out the work
- b. factors to take into account when identifying litter and detritus and procedures for reporting items when you think they might present a risk to health and safety
- c. what constitutes hazardous types of litter and detritus and the action to take to deal with it
- d. the vehicles/ machinery available to you & the most appropriate for the type of litter/detritus
- e. any legal or organisational authority required to operate the vehicle or machinery, how to get this and what might happen if you do not have this
- f. how to check that the vehicle or machinery has sufficient resources (e.g. fuel and water) and where to get these from
- g. the procedures to follow upon discovering a fault with the vehicle or machinery
- h. the correct personal protective equipment required for the vehicle or machinery and working conditions
- i. why it is important to operate the vehicle or machinery carefully and responsibly
- j. why you should secure mechanical equipment and what could happen if you fail to do so
- k. the standard of work to be provided

Performance criteria

What you must do

1. make sure that spillages have been treated correctly before you remove them
2. promptly report to your supervisor any problems that you come across
3. take the collected litter and detritus to the designated collection point
4. discharge and dispose of the waste according to legal and organisational requirements and leave the waste hopper empty
5. upon completion of your work clean the vehicle, machinery and equipment, return to the storage area and ensure it is left secure
6. comply with any reporting procedures when you have finished your work

Knowledge requirements

What you must know

- a. different types of spillage and how to check that they have been treated correctly
- b. procedures for reporting problems and to whom they should be reported
- c. the designated collection points for litter and detritus
- d. how to discharge and dispose of collected waste safely and the legal and organisational requirements that must be observed
- e. the designated place for cleaning vehicles, machinery and equipment and the methods for doing this
- f. storage areas for vehicles, equipment and machinery and why they must be left secure when you have finished your work
- g. the reporting procedures for when you have finished your work and why it is important to follow these

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Unit 220 Working at heights (PSSL)

Overview

Unit Overview

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 purposes 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 structure from where there is a danger of falling

Learning outcomes

- 1 Working at heights

Evidence Requirements

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

Unit 220 Working at heights (PSSL)

Outcome 1 Working at heights

Performance criteria

What you must do

1. you undertake the work according to an agreed plan
2. you assess correctly the risks associated with the task to be undertaken, taking into account the potential dangers of falling, of dropping tools and debris, the stability of ladders, the working area, any overhead cables and equipment, and other people in the vicinity
3. you take proper precautions to address all risks identified
4. you wear suitable personal protection equipment correctly, including, where relevant a full body harness, ensuring that these are in good condition and functioning properly
5. you ensure that safety barriers are in-place around the working area
6. you obtain a permit to work, where required, before working at heights
7. you confirm that fall protection equipment is maintained and used properly
8. you undertake all required pre-use checks, including ensuring that height access equipment is free from obvious defects before use
9. you confirm that height access equipment is deployed, secured before operations and used correctly
10. you maintain frequent communication with an identified colleague
11. work areas are left clean, tidy and free of obstructions
12. you use and store all height access and personal protective equipment correctly
13. your personal activities and attitude in the workplace are designed to maintain the health and safety of yourself and others around you at all times

Knowledge requirements

What you must know/

- a. you must know and understand your own individual responsibility relating to maintaining safe working practices and procedures when working at heights, and are aware of their link to health and safety legislation
- b. you know and understand the risks associated with working at heights, especially when carrying or handling objects, and how to control these risks
- c. you know and understand the precautions appropriate to minimising risks associated with working at heights
- d. you know and understand current employer/business guidance relevant to working at heights
- e. you know and understand your organisation's policies and procedures for preparing for, and working at heights
- f. you know and understand your organisation's procedures for using, cleaning and storing height access and personal protective equipment
- g. you know and understand how to operate your organisation's fall protection equipment
- h. you know and understand the workplace policies and procedures relating to controlling risks to health and safety within your organisation

Unit 221

Use a water-fed pole system to clean windows and facades

Overview

Unit Overview

This unit is about cleaning windows, glass, laminates, facade surfaces and other highly polished surfaces. These could also be other glass surfaces, frameworks, curtain walling, fascias, guttering or decorative cladding.

When using water-fed poles it is important to assess the risks to yourself and others. You must ensure that appropriate Personal Protection Equipment (PPE) and high visibility clothing is used and operate equipment safely minimising the risk to yourself and others.

This unit consists of **three** outcomes:

- 1 Prepare to operate water-fed pole systems
- 2 Operate water-fed pole systems
- 3 Maintain water-fed pole systems

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

221-Outcome 2				
PC ref.	O	Q/ PD	S	P
1.	✓	✓		
2.	✓	✓		
3.	✓			
4.	✓			
5.	✓			
6.	✓			
7.	✓	✓		

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

O = Observation P = Product Q = Questioning PD = Professional Discussion S = Simulation

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

Outcome 1 Prepare to operate water-fed pole systems

Performance criteria

What you must do:

1. carry out a risk assessment, where appropriate
2. take precautions to ensure that the vehicle carrying the cleaning systems is not overloaded
3. select and display the appropriate signage before commencing cleaning
4. check that the appropriate high visibility clothing and Personal Protective Equipment (PPE) is available for use and worn when completing the cleaning
5. take appropriate measures to reduce risks associated with the operation of a water-fed pole prior to use

Knowledge requirements

What you must know

- a. how to conduct a risk assessment
- b. when using vehicles, the payload capacity of the vehicle used in the water fed pole systems and the consequences of overloading
- c. how the load may affect the handling and braking characteristics of the vehicle
- d. the appropriate signage to display and the reasons for doing so
- e. why it is important to wear high visibility clothing and Personal Protective Equipment (PPE)
- f. relevant legislation for manufacture of tank systems

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

Outcome 2 Operate water-fed pole systems

Performance criteria

What you must do:

1. check and inspect equipment for defects or damage and take the appropriate action before use
2. ensure that an annual inspection of the equipment is conducted
3. employ the recognised manual handling techniques when using backpack sprayers
4. select a pole that does not over reach the surface to be cleaned
5. before you start ensure the composition of the pole is suitable for site conditions
6. before lifting single-handedly, ensure portable systems are drained of water
7. if working alone ensure that hourly contact is maintained with an appropriate colleague

Knowledge requirements

What you must know

- a. why it is important to conduct regular equipment inspections
- b. why defective equipment must not be used and the signs of this (e.g. worn or dented poles, loose or worn fittings)
- c. when it is necessary to use a backpack system and how to use it safely
- d. what are the risks associated with operation of a water-fed pole and how they can be reduced
- e. why it is important to select the correct length pole
- f. the correct handling techniques for portable systems
- g. the different materials used for pole composition and when their use is appropriate
- h. with whom contact should be maintained when working alone
- i. how to clean differing types of surfaces and deal with different types of soiling

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

Outcome 3 Maintain water-fed pole systems

Performance criteria

What you must do:

1. ensure that the tank systems and the equipment complies with the relevant legislation
2. take appropriate action to prevent build-ups
3. replace water filters at the correct intervals and follow the manufacturers instructions for servicing
4. ensure the water-fed pole system is stored in a cool place when not in use
5. drain the tank and filters when the system is idle for an extended period

Knowledge requirements

What you must know

- a. the relevant legislation with which equipment should comply
- b. why it is important to keep the water tank clean and free from build-ups
- c. how Legionella bacteria multiplies and spreads and how to prevent it
- d. how and when it is necessary to replace water filters
- e. why it is important that the tank system and equipment is stored correctly
- f. how to remove the variety of types of build up in tank systems

Appendix 1 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales	www.new.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 2 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

Appendix 3 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk.</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>

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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

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