

# **Pearson Edexcel Level 2 Certificate in Facilities Services**

## **Specification**

Competence-based qualifications

First registration July 2012

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel Level 2 Certificate in Facilities Services (QCF)

The QN remains the same.

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## Summary of Pearson Edexcel Level 2 Certificate in Facilities Services Issue 3 changes

Summary of changes made between previous issue 2 and this current 3 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations, e.g. Assessment Guidance in an Annexe	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7
QCF references removed from unit titles and unit levels in all units	16-136

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

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Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

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# Introducing Pearson Edexcel NVQ qualifications

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## What are NVQ qualifications?

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National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification. Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number. TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).





## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 2 Certificate in Facilities Services:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 Certificate in Facilities Services	600/5859/6	01/07/12

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which are listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Qualifications eligible and funded for post-16 year olds can be found on the Funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.



# Key features of the Pearson Edexcel Level 2 Certificate in Facilities Services

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This qualification is:

- nationally recognised
- based on the property, caretaking and facilities services National Occupational Standards (NOS). The NOS, assessment principles and qualification structure are owned by Asset Skills.

## What is the purpose of this qualification?

This qualification is designed for facilities management coordinators and contract managers in the facilities management environment. It involves supporting a range of operations including building maintenance, service delivery and site security. The key aspects of any facilities services role include monitoring facilities, developing relationships with colleagues and customers and ensuring healthy and safety is maintained at all times.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

## What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against NOS which are based on the needs of the facilities services sector as defined by Asset Skills. They contribute to the development of skilled labour in the sector.

## What are the potential job roles for those working towards this qualification?

- Facilities management coordinator
- Contract manager – facilities management

**What progression opportunities are available to learners who achieve this qualification?**

This qualification sits alongside other Pearson qualifications in property and facilities management, such as the Pearson Edexcel BTEC Level 2 Certificate in Facilities Services Principles, Pearson Edexcel Level 3 Award, Certificate and Diploma in Facilities Management Practice and the Pearson Edexcel BTEC Level 3 Certificate in Facilities Management.

# What is the qualification structure for the Edexcel Level 2 Certificate in Facilities Services?

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Individual units can be found in the *Units* section.

The Total Qualification Time (TQT) for this qualification is 200.

The Guided Learning Hours For this qualification are 149.

Learners must achieve 7 credits from the mandatory units and a minimum of 13 credits from the optional competence units.

All units must be assessed in accordance with the Assessment Principles and/or Skills for Care and Development's Assessment Principles and the regulatory arrangements for the Qualifications and Credit Framework.

Unit number	Unit reference	Unit title	Credit	Level
<b>Group A – Mandatory units</b>				
Learners must achieve 7 credits by completing 2 mandatory units.				
1	M/600/2775	Reduce Risks to Health and Safety in the Workplace	3	2
2	K/601/6478	Promote and Maintain Service Delivery	4	2
<b>Group B – Optional units</b>				
Learners must achieve a minimum of 4 credits by completing 1 unit from this group.				
3	H/601/6480	Contribute to the Effectiveness and Efficiency of Premises and Facilities	4	2
4	T/601/1526	Develop Customer Relationships	6	2
<b>Group C – Further optional units</b>				
Learners must achieve a minimum of 9 credits by completing 3 units from this group.				
5	M/601/6501	Support the Work of a Team and Develop Yourself	3	2
6	D/601/6509	Control the Use of Resources in a Property, Caretaking and Facilities Services Environment	3	2
7	H/601/6513	Maintain Grounds of Premises and Facilities	3	2
8	J/601/6522	Maintain Site Security and Safety	3	2
9	H/601/6527	Control the Use of Premises and Facilities	4	2
10	R/600/6348	Work Safely at Heights	3	2
11	Y/601/6542	Monitor and Maintain Electrical and Plumbing Services	4	2
12	A/600/6344	Carry Out Maintenance and Minor Repairs	3	2

13	A/601/4492	Operate Plant to Maintain the Quality of Pool Water	4	2
14	T/600/6326	Deal with Routine Waste	3	2
15	T/600/6343	Deal with Non-routine Waste	3	2

Unit number	Unit reference	Unit title	Credit	Level
<b>Group C – Further optional units</b> <i>continued</i>				
Learners must achieve a minimum of 9 credits by completing 3 units from this group.				
16	L/601/6554	Deep Clean Equipment in Premises and Facilities	6	2
17	D/601/2508	Support the Co-ordination of an Event	3	2
18	K/602/4029	Moving and Transporting Individuals within a Healthcare Environment	2	2
19	J/502/1404	Transport Physical Resources within the Work Area	2	2
20	K/600/6324	Clean and Maintain Internal Surfaces and Areas	4	2
21	R/601/5471	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	2
22	K/601/2480	Provide Reception Services	3	2
23	T/601/2479	Handle Mail	3	2

## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment principles

The assessment principles for this qualification have been included in *Annexe C*. It has been developed by Asset Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment principles includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.



It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

### Types of evidence (to be read in conjunction with the assessment principles in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment principles for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Pearson online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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The qualification is designed to support learners working in the property, caretaking and care taking sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment principles*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learners certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



## **Unit 1: Reduce Risks to Health and Safety in the Workplace**

**Unit reference number:** M/600/2775

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about their organisation's health and safety procedures	1.1	Describe their responsibilities and legal duties for health and safety in the workplace			
		1.2	Identify responsibilities and legal duties for health and safety specific to their own job role			
		1.3	Name and locate the person responsible for health and safety in their area of work			
		1.4	Describe where and when to get additional health and safety assistance			
		1.5	Give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products			
2	Know how to identify the hazards in the workplace	2.1	Define the term 'hazard'			
		2.2	Give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role			
		2.3	Give reasons why it is important to remain alert to the presence of hazards in the whole workplace			
		2.4	Describe why personal presentation and behaviour is important in maintaining health and safety in the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to evaluate risks in the workplace	3.1	Define the term 'risk'			
		3.2	Give reasons why they should deal with or report risks			
		3.3	Describe procedures for reporting risks which they are unable to deal with			
		3.4	Describe the risks to the environment which may be present in the workplace and your own job			
4	Be able to identify the hazards and risks in the workplace	4.1	Select the workplace instructions are relevant to the job			
		4.2	Identify aspects of the workplace which could pose a danger to themselves or others			
		4.3	Give examples of working practices in the job which could pose a danger to people in the workplace			
		4.4	Assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person			
		4.5	Deal with hazards in accordance with instructions and legal requirements			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to reduce the risks to health and safety in the workplace	5.1	Perform duties in accordance with workplace instructions, manufacturers instructions and legal requirements			
		5.2	Use equipment materials and products safely and in accordance with instructions			
		5.3	Use relevant equipment to control risks to health and safety			
		5.4	Make suggestions on how to reduce risks to health and safety in the workplace to the relevant person			
		5.5	Describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person			
		5.6	Describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self and others			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 2: Promote and Maintain Service Delivery**

**Unit reference number:** K/601/6478

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 35

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### **Unit summary**

This is about presenting a positive image of the organisation to customers and others. It includes following working practices, handling information in the correct way, communicating with others and carrying out work appropriately.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to present a positive image of the organisation to customers and others	1.1	Explain the organisation's standards of appearance, behaviour and personal hygiene			
		1.2	Identify own role in the organisation's mission and objectives			
		1.3	Make sure appearance, behaviour and personal hygiene meet organisation standards at all times			
2	Be able to follow working practices	2.1	Explain the importance of using personal protective equipment			
		2.2	Follow workplace policies, suppliers' and manufacturers' instructions for the safe use of equipment, materials and products			
		2.3	Explain the importance of keeping materials safe and secure			
		2.4	Explain the importance of keeping to work schedules and specifications and checking the quality of work			
		2.5	Describe the emergency procedures for the workplace			
		2.6	Describe procedures for dealing with problems outside own limits of competence and responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Carry out work	3.1	Use personal protective equipment, materials and work methods suitable for the work to be done			
		3.2	Carry out work to work schedules			
		3.3	Handle problems arising from own work			
		3.4	Report to appropriate person/s problems outside limits of own competence and responsibility			
		3.5	Make sure the quality of work meets organisational standards			
		3.6	Return equipment and materials to the appropriate area			
		3.7	Make recommendations to line manager on opportunities for improvements of services			
4	Handle information appropriately	4.1	Pass information that could be useful for the organisation to the appropriate person			
		4.2	Record information accurately, in a way that is easy for others to understand			
		4.3	Describe the procedures for storing information safely and in good condition			
		4.4	Record information accurately in a way that is suitable for other's needs			
		4.5	Respond promptly to information from others			
		4.6	Store information in good condition and in the appropriate place			
		4.7	Make sure information is only available to authorised persons			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to communicate with others	5.1	Identify where there is a need for other services			
		5.2	Respond politely to feedback			
		5.3	Communicate confidently and in a way which encourages others' co-operation			
		5.4	Provide information that is accurate and up to date, in a way which is suitable for those receiving it			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 3: Contribute to the Effectiveness and Efficiency of Premises and Facilities**

**Unit reference number:** H/601/6480

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 37

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### **Unit summary**

To make sure the essential features of the building and operating to required standards, by inspecting the premises and facilities, recording information and making basic adjustments to maintain performance. It includes knowing how to record information accurately and knowing when to deal with a problem yourself or when to pass it onto the appropriate person. It covers the use of utilities, facilities and monitoring building systems.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Carry out inspections of the premises and facilities according to instructions	2.1	Inspect the condition of the premises and facilities in accordance with given instructions			
		2.2	Promptly report any problems/safety issues to the appropriate person			
		2.3	Identify where there is a need for reactive maintenance and the appropriate action to be taken within limits of own competence and responsibility			
		2.4	Identify any significant changes in the use of the premises and facilities and the possible reasons for these changes			
		2.5	Keep accurate records of the outcomes of monitoring, passing them on to the appropriate person			
		2.6	Seek opportunities for improving the condition of premises and facilities			
		2.7	Make suggestions, to line manager on the basis of identified opportunities			
3	Identify situations in which repair or improvement is necessary	3.1	Describe the types of situation which require maintenance and repair, when to deal with these and when to report them to others			
		3.2	State the limits of own competence and responsibility regarding maintenance and repairs			
		3.3	Explain why it is important to support suggestions made with valid reasons			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to monitor the use of facilities and utilities	4.1	State the importance of monitoring the use of facilities at the intervals prescribed by the organisation			
		4.2	State how to suggest improvements in the use of facilities, and to whom these suggestions should be passed			
		4.3	State how to monitor the use of facilities, and how to record all the necessary information			
		4.4	Describe how to conserve utilities, and the importance of encouraging others to do so			
5	Monitor the use of the use of facilities and utilities at intervals agreed with the organisation	5.1	Monitor the use of facilities at specified intervals			
		5.2	Make appropriate suggestions to line manager regarding possible improvements in the use of facilities			
		5.3	Take appropriate action to conserve utilities within the limits of own competence and responsibility			
		5.4	Keep accurate records regarding the use of facilities and pass them on to the appropriate person			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to monitor and make basic adjustments to building systems	6.1	State how to monitor temperature and system programme times at appropriate intervals			
		6.2	Describe how to make basic adjustments to maintain the required level of system performance			
		6.3	State the typical faults that could occur in heating systems			
		6.4	State situations where: <ul style="list-style-type: none"> <li>– faults should be reported</li> <li>– faults should be dealt with within limits of own competence and responsibility</li> <li>– repairs should be reported</li> </ul>			
		6.5	Explain the importance of completing all the necessary records			
7	Monitor and make basic adjustments to systems in accordance with given instructions	7.1	Monitor temperature and system programme times accurately and at appropriate intervals, using safe working practices			
		7.2	Where appropriate, and within the limits of own competence and responsibility, maintain the required level of system performance			
		7.3	Complete all records promptly and accurately			

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## **Unit 4: Develop Customer Relationships**

**Unit reference number:** T/601/1526

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit summary**

When the learner deals with their customers regularly, they want to make each occasion a good customer experience. The impression the learner creates and the way the service is delivered affects this in just the same way as when they deal with a customer only once. However, a longer-term relationship with a repeat customer also depends on building up their customer's confidence in the service that the learner offers. Loyalty and a long-term relationship rely on the customer having a realistic view of the organisation's service and being comfortable with it. The learner's customer will return to their organisation if they feel confident that they will receive excellent service because they have enjoyed good customer experiences with the learner before.

### **Assessment requirements/evidence requirements**

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Build their customer's confidence that the service they give will be excellent	1.1	Show that they behave assertively and professionally with customers			
		1.2	Allocate the time they take to deal with their customer following organisational guidelines			
		1.3	Reassure their customer that they are doing everything possible to keep the service promises made by the organisation			
2	Meet the expectations of their customers	2.1	Recognise when there may be a conflict between their customer's expectations and your organisation's service offer			
		2.2	Balance their customer's expectations with their organisation's service offer by offering an alternative or explaining the limits of the service offer			
		2.3	Work effectively with others to resolve any difficulties in meeting their customer's expectations			
3	Develop the long-term relationship between their customer and their organisation	3.1	Give additional help and information to their customer in response to customer questions and comments about their organisation's services or products			
		3.2	Discuss expectations with their customer and explain how these compare with their organisation's services or products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Advise others of feedback received from their customer			
		3.4	Identify new ways of helping customers based on the feedback customers have given them			
		3.5	Identify added value that their organisation could offer to long-term customers			
4	Know how to develop customer relationships	4.1	Describe their organisation's services or products			
		4.2	Explain the importance of customer retention			
		4.3	Explain how their own behaviour affects the behaviour of the customer			
		4.4	Describe how to behave assertively and professionally with customers			
		4.5	Describe how to defuse potentially stressful situations			
		4.6	Identify the limitations of their organisation's service offer			
		4.7	Compare how customer expectations may change as the customer deals with their organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.8	Identify the cost and resource implications of an extension of the service offer to meet or exceed customer expectations			
		4.9	Explain the cost implications of bringing in new customers as opposed to retaining existing customers			
		4.10	Identify who to refer to when considering any variation to their organisation's service offer			

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## **Unit 5: Support the Work of a Team and Develop Yourself**

**Unit reference number:** M/601/6501

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

To ensure you work well as a member of a team by helping new and existing staff and developing yourself in your role.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of effective working relationships	1.1	Explain the importance of teamwork to self, colleagues and the organisation			
		1.2	State the types of information that other staff may need, and why it is important to deal with requests promptly			
		1.3	Give examples of the types of help you may need from other staff and why it is important to make such requests promptly			
		1.4	Explain why sharing workloads helps the team achieve better results			
		1.5	State the types of disagreements which may occur in the workplace and why they should not be allowed to harm the work of the team			
		1.6	Give examples of the types of disagreements that cannot be resolved should be reported to a line manager			
2	Maintain and develop relationships with colleagues	2.1	Deal with requests from others promptly			
		2.2	Ask for help from colleagues when needed			
		2.3	Agree with co-workers how to share workloads in a way which enables the team to work more effectively			
		2.4	Handle disagreements with colleagues in a non-confrontational manner			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Report to a line manager any disagreements which cannot be resolved			
3	Understand how to assist other staff with tasks they may not be familiar with	3.1	State the importance of making new staff feel welcome			
		3.2	Describe the basic work tasks and procedures applicable to the workplace, and how explain these to a new staff member			
		3.3	State the limits of own competence and responsibility for helping and supporting other staff			
		3.4	Give examples of what makes a constructive contribution to a work-related discussion and why it is important to make them where appropriate			
4	Assist other staff and new colleagues with work-related tasks	4.1	Welcome new staff to the workplace			
		4.2	Explain to other team members the basic work routines and procedures of the workplace			
		4.3	Within the limits of own competence and responsibility, show new staff how to perform tasks			
		4.4	Provide help to other staff within the limits of own competence and responsibility			
		4.5	Make constructive contributions to work-related discussions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be aware of the importance of self-development in the workplace	5.1	Explain the importance of self-development			
		5.2	Explain the importance of asking for feedback on performance, and how to do this			
		5.3	Use feedback from others to consider own performance			
		5.4	Work in partnership with management for personal development			

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## **Unit 6: Control the Use of Resources in a Property, Caretaking and Facilities Services Environment**

**Unit reference number:** D/601/6509

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

To understand which resources are required in the job role and how to use these safely in line with the organisation's requirements. It includes conserving and disposing of resources and minimising wastage.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to use and manage resources safely	1.1	List the health and safety requirements regarding the preparation and use of resources, and the possible consequences of failing to comply with these requirements			
		1.2	State the approved procedures for maintaining resource levels, and their importance			
		1.3	Explain how the nature and characteristics of different types of resources affect the way in which they are handled and stored			
		1.4	Explain why it is important that resources are stored correctly			
		1.5	List the types of personal protective clothing to wear for different types of resources			
		1.6	State the purposes for which different types of resources are needed in the job role			
		1.7	List which resources require authorisation for use, and the possible consequences of using them without authorisation			
2	Prepare and use resources according to instructions	2.1	Wear personal protective clothing when necessary			
		2.2	Identify the type and amount of resources needed for own work			
		2.3	Ensure you have the competence to use the resources necessary for own work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Monitor the quantity of resources at appropriate intervals			
		2.5	Prepare and use resources for their approved purpose, in accordance with health and safety principles and the requirements of the organisation			
		2.6	Keep records of resources issued from storage and of waste disposal			
		2.7	Maintain resources in line with workplace procedures			
		2.8	Store resources securely and in the appropriate place			
3	Understand how to conserve and dispose of resources	3.1	State how to monitor resource levels, why and when it is appropriate to do so			
		3.2	State why it is important to keep accurate records of resources issued, and the appropriate format for doing so			
		3.3	Describe how to maximise the use of resources and reduce wastage			
		3.4	Describe how to record wastage and waste transfer and why this is important			
		3.5	Identify how and where waste should be disposed of			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	State the benefits of routine maintenance of resources, and where manufacturers' instructions can be found			
		3.7	State why it is important to return unused and reusable resources to the appropriate place/s, and where these are			
		3.8	Describe how and where unwanted resources should be disposed of			
4	Conserve or dispose of resources where appropriate	4.1	Minimise the wastage of resources			
		4.2	Carry out routine maintenance of resources in accordance with manufacturers' instructions			
		4.3	Dispose of unwanted resources in line with organisational procedures and manufacturers' instructions			
		4.4	Return unused and reusable resources to the appropriate places promptly			

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## **Unit 7: Maintain Grounds of Premises and Facilities**

**Unit reference number:** H/601/6513

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

To maintain grounds through regular maintenance that is undertaken safely, in line with set procedures and in appropriate conditions.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to carry out maintenance, and the appropriate conditions for doing so	1.1	State the required personal protective equipment and why it is important to wear it			
		1.2	State the tools and equipment available for use, and which are the most appropriate for the work			
		1.3	Explain why it is important to carry out maintenance only when the ground conditions and weather are suitable, and what these conditions are			
2	Carry out maintenance according to given instructions	2.1	Choose the personal protective equipment, hand tools and equipment which are most suitable for the task			
		2.2	Carry out maintenance when the weather and ground conditions are suitable and at the appropriate times			
		2.3	Minimise damage and degradation to the area when maintaining grounds			
3	Understand how to remove debris and litter from the area, and why this is important	3.1	Give examples of debris and litter that may need to be removed from grounds			
		3.2	State why it is important to correctly identify the nature of debris and litter, and the appropriate methods for disposing of these different types of refuse			
		3.3	State how and where unwanted debris and litter should be disposed of, and to whom queries regarding their safe disposal should be directed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	State the requirements regarding the segregation of waste for disposal and recycling, why these must be adhered to, and the possible consequences of not doing so			
		3.5	List the collection points to which waste containers must be transferred			
4	Remove any unwanted debris and litter as instructed	4.1	Identify the nature of any unwanted debris or litter			
		4.2	Using the appropriate methods, clear any unwanted debris from the area, and dispose in accordance with safe practice			
		4.3	Report any hazardous items or problems affecting the maintenance of the area to the relevant person			
		4.4	Seek advice regarding the removal and disposal of hazardous items			
		4.5	Make sure completed work areas meet the requirements of the work specification			

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## **Unit 8: Maintain Site Security and Safety**

**Unit reference number:** J/601/6522

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

To maintain the safety and security of the site by following security monitoring procedures. This includes monitoring the security systems, checking equipment and reporting to the appropriate member/s of staff. It includes understanding the organisation's security requirements and your role in relation to them.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Carry out site security monitoring according to instructions	2.1	Follow instructions for carrying out security monitoring			
		2.2	Take all necessary precautions to minimise risk to self and others during security monitoring			
		2.3	Liaise with others involved when maintaining site security			
		2.4	Identify breaches of security			
		2.5	Report any breaches of security to the appropriate person			
3	Understand how to monitor security systems	3.1	Describe the checks which must be carried out on security and emergency equipment, and the regularity with which this must be done			
		3.2	Describe how to recognise malfunctions and/or damage to the equipment			
		3.3	Identify the person to whom equipment malfunctions should be reported, and the possible consequences of failing to do this			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Carry out the appropriate checks on security and emergency equipment	4.1	Carry out the necessary checks on security and emergency equipment according to manufacturers' instructions and legislative requirements			
		4.2	Promptly report any equipment malfunction			
		4.3	Take action to address security and safety issues, within the limits of own competence and responsibility			
		4.4	Keep accurate records of the outcomes of safety and security monitoring, and store them appropriately			

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## **Unit 9: Control the Use of Premises and Facilities**

**Unit reference number:** H/601/6527

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 35

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### **Unit summary**

To understand customer and contractor needs when using premises and facilities, to prepare the premises for their use and to monitor them to ensure usage is in line with organisation standards.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of user needs and requirements when using premises and facilities	1.1	Explain the importance of confirming customer requirements for the use of premises and facilities			
		1.2	Describe the factors to take into account when checking the availability and suitability of premises and facilities			
		1.3	State the limits of own competence and responsibility in responding to customer needs and requests			
		1.4	Give examples of customers' needs during their use of the premises and facilities			
		1.5	Describe users' requirements for servicing the premises and facilities during their use			
2	Find out customer requirements and prepare the premises and facilities accordingly	2.1	Confirm user requirements for the use of the premises and facilities			
		2.2	Confirm that the required premises and facilities are available and suitable for their intended use			
		2.3	Prepare the premises and facilities according to instructions			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with health and safety regulations during contractor/customer visits	3.1	Outline the approved procedures when organising access, security and health and safety arrangements			
		3.2	List the approvals required for different types of contractor activities			
		3.3	State the importance of checking that approvals have been granted by the appropriate person/s			
		3.4	Give examples of the types of problems which can arise during the customer's use of the premises and facilities			
		3.5	Describe the procedures to deal with such problems during the customers' use of premises and facilities			
		3.6	Describe the relevant emergency procedures for the premises and facilities			
		3.7	Describe the checks to ensure premises and facilities are left safe and secure after use			
		3.8	List the types of records to be kept			
4	Know how to monitor the use of premises and facilities by contractors	4.1	State the appropriate access points and access arrangements for contractors			
		4.2	List own instructions for monitoring contractor activities, and the possible consequences of not adhering to them			
		4.3	Outline the expected standards of contractor attendance, conduct and adherence to site health and safety legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	State the importance of giving accurate feedback to management on the outcomes of the monitoring			
5	Enable the use of premises and facilities by contractors according to instructions	5.1	Check with the appropriate person/s that approval has been granted for contractor activity			
		5.2	Check access, security and health and safety arrangements in accordance with approved procedures			
		5.3	Provide information to contractors and customers on emergency procedures and exit points			
		5.4	Provide access to premises and facilities for approved contractors according to instructions			
		5.5	Follow specialist procedures for allowing access to premises and facilities			
6	Monitor the use of premises and facilities by contractors according to instructions	6.1	Monitor contractor activities in accordance with instructions			
		6.2	Follow approved procedures to respond to problems with contractor use of premises and facilities			
		6.3	Ensure that premises and facilities are left safe and secure after use			
		6.4	Complete records of the premises and facilities use and pass them on to the appropriate person			
		6.5	Provide feedback to management on the outcomes of monitoring			

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## **Unit 10: Work Safely at Heights**

**Unit reference number:** R/600/6348

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about working safely at heights, inside or when working outside. It includes assessing the risks involved, taking all suitable precautions and following the correct procedures.

For the purpose of this unit a height is defined as a place from which a person could be injured by falling, regardless of whether it is above, at or below ground level.

This unit applies to individuals who work at heights, including those working for example on gantries, ladders or similar structures from where there is a danger of falling.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to work safely at heights	1.1	Describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others			
		1.2	Describe individual responsibilities relating to maintaining safe working practices			
		1.3	Describe procedures when working at heights and how these link to health and safety legislation			
		1.4	Describe the risks associated with working at heights especially when carrying and handling objects			
		1.5	Describe how risks associated with working at heights can be controlled			
		1.6	Describe precautions which should be taken to minimise risks associated with working at heights			
		1.7	Describe organisational requirements for preparing for and working at heights			
		1.8	Describe organisational requirements for using, cleaning and storing: <ul style="list-style-type: none"> <li>– height access equipment</li> <li>– personal protective equipment</li> </ul>			
		1.9	Describe how to operate fall protection equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to work safely at heights	2.1	Carry out the work following an agreed plan			
		2.2	Assess the risks taking into account the potential dangers of: <ul style="list-style-type: none"> <li>- falling</li> <li>- dropping tools and debris</li> <li>- stability of ladders</li> <li>- the working area</li> <li>- overhead cables</li> <li>- equipment</li> <li>- other people in the vicinity</li> </ul>			
		2.3	Take precautions to address identified risks			
		2.4	Check that personal protective equipment is functioning properly			
		2.5	Select and wear appropriate personal protective equipment including, where relevant, full body harness			
		2.6	Check that safety barriers are in place around the working area			
		2.7	Check that there is a permit to work, where required, before working at heights			
		2.8	Carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.9	Check that height access equipment is deployed and secure			
		2.10	Maintain frequent communication with the appropriate person			
		2.11	Leave work areas clean, tidy and free of obstructions			
		2.12	Secure height access equipment and personal protective equipment in the correct storage area			

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## **Unit 11: Monitor and Maintain Electrical and Plumbing Services**

**Unit reference number:** Y/601/6542

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 38

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### **Unit summary**

To carry out basic electrical and plumbing maintenance for which appropriate training has previously been complete.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to safely prepare to carry out plumbing and electrical maintenance	1.1	State the type of maintenance or repair: – that is required and its extent – is within own competence and responsibility			
		1.2	Outline the safety regulations and approved codes of practice relevant to electrical and plumbing maintenance			
		1.3	Explain why it is important to always adhere to safety regulations and codes of practice			
		1.4	State the importance of wearing personal protective equipment			
		1.5	Identify which tools and equipment are most appropriate for the task			
		1.6	Describe the actions which must be taken to warn others of maintenance work			
		1.7	Describe how to isolate equipment from the supply			
		1.8	State why equipment must be isolated before maintenance is started			
		1.9	State where to turn off the supply			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Safely prepare to carry out maintenance	2.1	Choose tools, equipment and personal protective equipment appropriate to the task			
		2.2	Explain why it is important to prevent faulty equipment from being used			
		2.3	Before starting maintenance, isolate the equipment from the supply			
		2.4	Warn others of the work being carried out and the potential impact on premises and facilities			
3	Know how to carry out basic electrical and plumbing maintenance	3.1	Describe how to remove faulty components			
		3.2	State the consequences of failing to dispose of faulty components correctly			
		3.3	Explain why it is important to use the correct replacement parts			
		3.4	Describe the appropriate methods for removing damaged parts and fitting replacement component parts			
		3.5	Give examples of necessary adjustments and how to make them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Carry out basic electrical and plumbing maintenance according to instructions	4.1	Use approved safe working practices throughout the task			
		4.2	Remove faulty components and dispose of them appropriately			
		4.3	Remove damaged parts and fit replacement parts or components			
		4.4	Connect the appropriate fittings and components according to procedures and manufacturer's instructions			
		4.5	Make any necessary adjustments and reassemble the equipment following maintenance			
		4.6	Report to the appropriate person any maintenance that cannot be completed			
		4.7	Reconnect the supply according to procedures			
5	Understand how to carry out post-maintenance checks	5.1	State the procedures for reconnecting supply			
		5.2	Describe how to check that equipment is working properly following maintenance			
		5.3	Explain why it is important to leave equipment clean and safe to use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Carry out the necessary post-maintenance checks	6.1	Check equipment is working correctly following maintenance			
		6.2	Return tools and equipment to the appropriate area in a condition ready for their next use			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## **Unit 12: Carry Out Maintenance and Minor Repairs**

**Unit reference number:** A/600/6344

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare to carry out maintenance and minor repairs	1.1	State the type and amount of maintenance and repair work that is required			
		1.2	Describe how environmental and other site conditions can influence how work is carried out			
		1.3	State which tools and equipment are appropriate for the task			
		1.4	Describe the importance of carrying out preparatory work before carrying out repairs			
		1.5	Describe the importance of protecting the surrounding area			
		1.6	State methods which can be used to protect the surrounding area			
2	Understand how to carry out maintenance and minor repairs	2.1	Describe safe, approved working practices for carrying out the work			
		2.2	Describe how to make sure that the surrounding areas are maintained during maintenance and repair			
		2.3	Describe the importance of retaining the items to be replaced			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Describe how to check that items that have been repaired function correctly and why this should be done			
		2.5	Describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out			
		2.6	Describe methods of cleaning tools and equipment			
		2.7	State the importance of cleaning tools and equipment after use			
		2.8	State where tools, equipment and un-used materials should be stored			
3	Be able to prepare to carry out maintenance and minor repairs	3.1	Identify the items that need maintenance and the repair work required			
		3.2	Assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs			
		3.3	Select the hand tools and equipment that are the most appropriate for the task			
		3.4	Protect the immediate surrounding areas throughout the preparations and the work			
		3.5	Apply the appropriate method for repairing damaged areas or surfaces for repair			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to carry out maintenance and minor repairs	4.1	Use safe and approved working practices and techniques			
		4.2	Isolate any electrical supplies			
		4.3	Ensure that there are no adverse effects to the finished items or appearance of the surrounding areas			
		4.4	Check that replacement items function correctly and operate safely			
		4.5	Check that the working and surrounding areas match following maintenance and repair work			
		4.6	Report any maintenance or repair work that they are not competent to carry out			
		4.7	Report any cleaning requirements that cannot be carried out			
		4.8	Clean tools and equipment after use			
		4.9	Secure tools, equipment and used materials in the correct storage area			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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## **Unit 13: Operate Plant to Maintain the Quality of Pool Water**

**Unit reference number:** A/601/4492

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to operate plant to maintain the quality of pool water.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from the SkillsActive website:  
[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

### **Learning outcomes 1, 2, 4 and 6 can be assessed through:**

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is operating plant to maintain the quality of pool water.

### Learning outcome 3

When starting up and shutting down plant, the learner must cover all of the following types:

#### **a systems**

- 1 Circulation (including pumps)
- 2 Filtration (including strainers and filters)
- 3 Disinfection (including storage and dosing tanks, pumps)
- 4 Heating (including calorifiers, heat exchangers)
- 5 Coagulation (including dosing tanks, pumps)
- 6 Pressure gauges
- 7 Measuring (automatic dosing, testing)
- 8 Control (including calibration and control systems)

with all of the following types:

#### **b records**

- 1 start up and shut down times
- 2 inlet and outlet pressures
- 3 water and air temperatures
- 4 results of chemical tests
- 5 variations from normal start-up and shut-down procedures
- 6 suggestions for improving normal operating procedures
- 7 chemical levels (bulk and day tank levels and gas pressures – where appropriate)

### Learning Outcome 5

When maintaining plant in working order, the learner must cover all of the following types:

#### **a tests and checks**

- 1 rates of energy use
- 2 rates of flow
- 3 levels of pressure
- 4 levels of temperature
- 5 measuring and control
- 6 alarms
- 7 energy saving devices
- 8 levels of chemicals in storage and dosing tanks

with all of the following types:

### **b plant systems**

- 1 filtration
- 2 disinfection
- 3 heating
- 4 pressure
- 5 measuring and control

with all of the following types:

### **c routine maintenance to ensure**

- 1 plant efficiency
- 2 plant effectiveness
- 3 plant economy

## **Learning outcome 7**

When ensuring the quality of water, the learner must cover all of the following types:

### **a tests and monitoring**

- 1 pH
- 2 free and combined disinfectant levels
- 3 air and water temperatures
- 4 relative humidity
- 5 fresh water dilution
- 6 pool loading
- 7 plant running time
- 8 microbiological

with all of the following types:

### **b sensory inspections**

- 1 water clarity
- 2 water quality
- 3 algae
- 4 foaming
- 5 dissolved particulate matter
- 6 scum lines
- 7 the cleanliness of the pool surround

with all of the following types:

**c samples**

- 1 the calibration of automatic controls
- 2 water balance
- 3 total dissolved solids
- 4 alkalinity
- 5 calcium hardness
- 6 bacteria

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to operate plant to maintain the quality of pool water	1.1	Describe the manufacturer's instructions and the normal operating procedures for the plant			
		1.2	Identify the chemicals commonly used in pool plant			
		1.3	For each chemical, identify: <ul style="list-style-type: none"> <li>– its effect</li> <li>– the hazards associated with it</li> <li>– the control measures that must be put in place to ensure safe use</li> </ul>			
		1.4	Outline the emergency action plan for the plant			
		1.5	Identify the records concerning the operation of the plant which need to be kept up to date			
		1.6	Outline how to complete the necessary records			
		1.7	Identify who is the responsible colleague to give records to, and report equipment needing repair to			
		1.8	Outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to start up and shut down plant	2.1	Describe the importance of following instructions for the operation of the plant			
		2.2	Describe how to set the systems in preparation for start up and shut down			
		2.3	Describe how to begin start up and shut down sequences			
		2.4	Describe how to monitor the plant operation during start up and shut down			
		2.5	Outline how to take corrective action when the normal operating procedures are not met during start up and shut down			
		2.6	Identify the faults and alarms which may occur during start up and shut down			
3	Be able to start up and shut down plant	3.1	Make sure the systems are correctly set for start-up and shut-down			
		3.2	Begin the start-up and shut-down sequences following the manufacturer's instructions			
		3.3	Monitor the systems for faults and alarms			
		3.4	Take the correct action to deal with any faults and alarms promptly and according to guidelines			
		3.5	Follow the emergency action plan in the event of any emergencies			
		3.6	Complete all the necessary records accurately and legibly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.7	Make records available to the responsible colleague when required			
		3.8	Ensure plant operates within the recommended parameters and standards laid down by the manufacturer or installer and in accordance with nationally accepted guidelines			
		3.9	Follow all relevant legislation and other safety requirements at all times			
4	Know how to maintain plant in working order	4.1	Describe the importance of maintaining plant in good working order			
		4.2	Outline the basic principles of: <ul style="list-style-type: none"> <li>– filtration</li> <li>– disinfection</li> <li>– circulation</li> <li>– storage</li> <li>– boilers and heating equipment</li> </ul> associated measuring and control equipment			
		4.3	State the requirements of the maintenance schedule and log sheets			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Identify: <ul style="list-style-type: none"> <li>– normal rates of energy use</li> <li>– normal rates of energy flow</li> <li>– normal levels of pressure</li> <li>– normal temperature</li> </ul>			
		4.5	Outline how to carry out the routine tests and maintenance required			
		4.6	Outline how to calculate, monitor and record energy and water usage figures			
		4.7	Outline how to identify items needing repair			
		4.8	Outline what to do when items needing repair are found			
		4.9	Outline how to identify when the plant is not running properly			
		4.10	Outline how to test alarms			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to maintain plant in working order	5.1	Carry out regular tests, visual and audible checks and routine maintenance according to the prescribed maintenance schedule and log sheet requirements			
		5.2	Identify any items which need repair and report these to the responsible colleague			
		5.3	Take the appropriate action when the normal operating procedures are not being met			
		5.4	Log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant			
		5.5	Monitor the alarms and respond to them following normal operating procedures and the emergency action plan			
		5.6	Complete all the necessary records			
		5.7	Make records available to the responsible colleague when required			
		5.8	Follow all relevant legislation and meet recommended operating conditions at all times			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to ensure the quality of water	6.1	State the importance of maintaining the quality and temperature of the water			
		6.2	Outline the basic principles involved in maintaining water quality			
		6.3	Identify the tests and checks which need to be carried out in order to monitor the quality and temperature of the water			
		6.4	Describe how to carry out tests and checks on the quality and temperature of the water			
		6.5	Describe the remedial actions required for a range of chemical contaminants and biological releases into the pool			
		6.6	Describe the importance of uncontaminated test equipment			
		6.7	Describe how to ensure test equipment is not contaminated			
		6.8	Outline the water temperatures which are appropriate for a range of different activities			
		6.9	Describe the types of corrective action to take when water quality and temperature do not meet standards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to ensure the quality of water	7.1	Carry out the regular tests, monitoring and sensory inspections according to prescribed water test procedures			
		7.2	Check the water clarity to ensure it remains in optimum condition			
		7.3	Pay careful and ongoing attention to the alarms which monitor water quality			
		7.4	Make sure that test equipment is free from contamination			
		7.5	Take water samples in a way that conforms to normal operating procedures			
		7.6	Take corrective action when normal operating procedures are not being met and in response to bacteriological test results including: <ul style="list-style-type: none"> <li>- faecal</li> <li>- diarrhoeal</li> <li>- vomit</li> <li>- blood</li> <li>- microbiological</li> </ul>			
		7.7	Complete all the necessary records accurately and legibly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.8	Make records available to the responsible colleague when required			
		7.9	Follow all relevant legislation and other safety requirements at all times			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 14: Deal with Routine Waste**

**Unit reference number:** T/600/6326

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit summary**

This unit is about handling waste in conjunction with cleaning activities and making sure that the waste collection and holding areas are kept clean. This unit requires waste to be handled carefully, ensuring that waste receptacles are handled according to instructions. It is important to maintain personal hygiene when handling waste in order to prevent health and safety risks and to prevent contamination.

This unit does not cover non-routine removal of clinical waste or sharps.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to handle routine waste	1.1	Describe the procedures and methods for preparing self and the work area			
		1.2	List different types of personal protective equipment			
		1.3	Describe the importance of wearing personal protective equipment and for others to see it being worn			
		1.4	Describe the importance of maintaining personal hygiene when handling routine waste			
		1.5	State the organisational requirements for handling and disposing of routine waste			
		1.6	State the correct equipment for handling and disposing of routine waste			
		1.7	State the arrangements for recycling in the workplace			
		1.8	Describe the approved methods for transferring waste			
		1.9	Describe the organisational requirements for reporting and handling waste spillages			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to handle hazardous and suspicious items	2.1	State the importance of checking with the appropriate person before removing hazardous items			
		2.2	Explain the organisational requirements for dealing with suspicious items			
3	Understand how to deal with waste containers	3.1	Describe why the location and cleaning of waste areas is important in preventing and controlling pests			
		3.2	Describe the organisational requirements for dealing with waste containers that are damaged			
		3.3	State the standards of cleanliness required for holding areas, empty holding and collection bins			
		3.4	State who is responsible for cleaning holding areas, empty holding and collection bins			
		3.5	State the location of waste holding areas			
		3.6	Describe methods of taking waste to the holding area safely			
		3.7	Describe the organisational requirements for reporting: <ul style="list-style-type: none"> <li>– dangerous equipment</li> <li>– faulty equipment</li> <li>– danger of disease</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to handle routine waste safely	4.1	Prepare self and the work area to do the task efficiently, correctly and safely			
		4.2	Select and wear appropriate personal protective equipment for the task			
		4.3	Identify the location of the waste holding areas			
		4.4	Identify different categories of waste and deal with them appropriately			
		4.5	Check that waste bags or receptacles are secure before handling			
		4.6	Identify waste to be collected and transferred to a collection point			
		4.7	Ensure that sacks and receptacles are not damaged during handling			
		4.8	Ensure the safety of self and others when handling sacks and receptacles			
		4.9	Check that sacks and receptacles are not damaged once they have been moved			
		4.10	Take appropriate action if a sack or receptacle is damaged			
		4.11	Apply organisational requirements on the safe removal of waste spillages			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to deal with waste containers	5.1	Follow organisational requirements to cut down the risk of contaminating surrounding areas			
		5.2	Follow organisational requirements for reporting signs of pest infestation			
		5.3	Clean waste containers			
		5.4	Replace waste containers or bin liners			
		5.5	Report any faulty or damaged equipment			
		5.6	Secure cleaning equipment, machinery and waste containers to the correct storage area			
		5.7	Follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## **Unit 15: Deal with Non-routine Waste**

**Unit reference number:** T/600/6343

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit is about the handling of non-routine waste, which could for example include hazardous waste such as clinical waste or sharps. It is about following procedures to ensure that waste is clearly labelled and its movement is recorded.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to handle and label non-routine waste	1.1	Describe the procedures and methods for preparing self and the work area			
		1.2	List different types of personal protective equipment			
		1.3	Describe the importance of wearing personal protective equipment and for others to see it being worn			
		1.4	Describe the importance of maintaining personal hygiene when handling non-routine waste			
		1.5	Explain ways to mark, label and record waste and its movement			
		1.6	Explain the importance of marking, labelling and recording waste and its movement correctly			
		1.7	Identify equipment required to dispose of sharps safely			
		1.8	Explain the procedures for disposing of sharps safely			
		1.9	Describe methods for handling and disposing of clinical waste			
		1.10	Describe safe procedures for segregating and sorting waste for recycling			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to handle suspicious items	2.1	State ways to identify suspicious items			
		2.2	Explain the organisational requirements for dealing with suspicious items			
		2.3	State the importance of checking with the appropriate person before removing unidentified items			
3	Understand how to transfer non-routine waste and deal with containers	3.1	Describe procedures for transferring waste			
		3.2	Describe the methods used to ensure safe carriage of collected waste to the holding areas			
		3.3	Describe the organisational requirements for dealing with sanitation bins			
		3.4	Describe ways to identify problem and hazardous waste			
		3.5	Describe why the location and cleaning of waste areas is important in preventing and controlling pests			
		3.6	Describe the importance of repackaging waste containers that have dangerous residue on the outside			
		3.7	Describe the organisational requirements for reporting and handling waste spillages			
		3.8	State the standards of cleanliness required for holding areas, empty holding and collection bins			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to handle and label non-routine waste safely	4.1	Prepare self and the work area to do the task efficiently, correctly and safely			
		4.2	Select and wear appropriate personal protective equipment			
		4.3	Identify the location of the waste holding areas			
		4.4	Check that storage containers are securely sealed before handling			
		4.5	Check that seals on storage containers are unbroken after moving			
		4.6	Identify waste to be collected and transferred to a collection point and follow correct handling procedures			
		4.7	Identify the waste material for collection and segregate or sort before disposal to collection point			
		4.8	Mark the origin of waste clearly			
		4.9	Label and record movement of waste			
		4.10	Ensure the safety of self and others when handling sacks and receptacles			
		4.11	Use the handles provided to move rigid containers			
		4.12	Identify sharps that require special handling and use the pick up kit or specific box for their disposal			
		4.13	Check with the appropriate person before removing unidentified items			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to transfer non-routine waste and deal with containers	5.1	Ensure that containers of waste materials are taken safely to the right place and secured if necessary			
		5.2	Follow organisational requirements to cut down the risk of contaminating surrounding areas			
		5.3	Follow organisational requirements for reporting: <ul style="list-style-type: none"> <li>– signs of pest infestation</li> <li>– faulty/broken equipment</li> </ul>			
		5.4	Clean waste containers following organisational requirements			
		5.5	Replace bin liners and set up fresh containers			
		5.6	Leave clean containers in the correct place and in a condition which is fit for use			
		5.7	Apply organisational requirements on the safe removal of waste spillages			
		5.8	Leave holding areas clean when finished			
		5.9	Secure cleaning equipment, machinery and waste containers to the correct storage area			
		5.10	Follow procedures for the removal, cleaning and disposal of used personal protective equipment			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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## **Unit 16: Deep Clean Equipment in Premises and Facilities**

**Unit reference number:** L/601/6554

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit summary**

To carry out maintenance and repairs to building fabrics both within and outside the building. It includes preparing the areas for maintenance and ensuring they are brought back to acceptable standards afterwards, using equipment, materials and resources safely and in line with instructions, and checking the function of repaired items after repairs have been completed.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare for deep clean equipment and surfaces	1.1	Explain the importance of having an up to date cleaning specification and where it can be found			
		1.2	State the importance of maintaining standards of personal hygiene when cleaning			
		1.3	State the importance of removing personal items prior to cleaning and where they should be stored			
		1.4	State the importance of wearing appropriate personal protective equipment and for others to see it being worn			
		1.5	Describe the best methods and materials for carrying out deep cleaning identifying possible alternatives			
		1.6	Explain how the following factors might affect the type of cleaning required: <ul style="list-style-type: none"> <li>– type of soiling</li> <li>– type of surface</li> <li>– position</li> <li>– amount of soiling</li> </ul>			
		1.7	Explain how to check that the equipment and surface is suitable for the treatment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.8	Explain the importance of reporting damaged and deteriorating surfaces			
		1.9	State why the selected treatment might not be suitable			
		1.10	Explain the importance of reporting immediately any concerns about the deep clean			
		1.11	State how to ventilate the work area			
		1.12	State additional customer or manufacturer's standards that may need to be applied to the work surface and equipment			
2	Understand how to deep clean equipment and surfaces	2.1	Describe why there are checks and restrictions in place for the use of deep cleaning equipment			
		2.2	Describe how to check that equipment is in safe working order			
		2.3	State the organisational requirements for reporting problems with equipment			
		2.4	State the importance of removing superficial dust and debris			
		2.5	Describe how to soften ground-in soil and stains			
		2.6	State the importance of softening ground in soiling			
		2.7	Explain how to select the most appropriate place to carry out test cleans			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.8	Explain why test cleans should be carried out before applying treatments			
		2.9	Explain why treatments should be applied evenly			
		2.10	State when equipment and surfaces should be pre-treated			
		2.11	State how long the treatment should take to work			
		2.12	State where to find manufacturer's instructions for: <ul style="list-style-type: none"> <li>– disassembling and re-assembling equipment</li> <li>– applying treatments</li> <li>– operating equipment</li> </ul>			
		2.13	State why it is important to follow manufacturer's and organisational requirements			
3	Understand how to restore the deep clean area	3.1	Describe what to look for when checking the cleaned area and equipment			
		3.2	State what treatments require rinsing			
		3.3	Describe why and how rinsing of treatments should be carried out			
		3.4	State the organisational requirements for reporting soiling or stains that cannot be removed			
		3.5	State factors which might mean another treatment is required			
		3.6	Describe the importance of putting items back to their original place after cleaning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.7	Describe how to check for pest infestation			
		3.8	State the organisational requirements for reporting pest infestations			
		3.9	State why it is important to check that equipment is working properly			
		3.10	Explain the procedures for the disposal of used and unused treatments and why this is important			
		3.11	State the importance of cleaning equipment after use			
		3.12	State where cleaning treatments, equipment and machinery should be stored			
		3.13	Describe the importance of cleaning and checking personal protective equipment after use			
		3.14	State the organisational requirements for storing and disposing of personal protective equipment			
4	Be able to prepare to deep clean equipment and surfaces	4.1	Locate the relevant cleaning specification and describe what is required to do the task			
		4.2	Remove personal items and store them correctly			
		4.3	Select and wear appropriate personal protective equipment for the task			
		4.4	Select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Check that the equipment is serviceable			
		4.6	Check that the surface and equipment is suitable for the planned treatment			
		4.7	Report damaged equipment and surfaces which are deteriorating			
		4.8	Contact the appropriate person for advice on: <ul style="list-style-type: none"> <li>– soiling</li> <li>– surfaces that could be damaged by cleaning</li> <li>– health risks of using a substance</li> </ul>			
		4.9	Check the work area for factors which may affect the clean			
		4.10	Ensure that power supplies are isolated and protected during cleaning			
		4.11	Ventilate the work area			
		4.12	Check for authorisation to use any deep cleaning equipment prior to use			
		4.13	Check whether there are any additional requirements from the customer regarding the deep clean			
		4.14	Report any reasons for not using the specified equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to undertake deep cleaning of equipment and surfaces	5.1	Remove superficial dust and debris before starting the deep clean			
		5.2	Soften ground-in soil and stains before trying to remove them			
		5.3	Conduct a test clean in an area where marks are least likely to be noticed			
		5.4	Follow manufacturer's instructions when disassembling equipment			
		5.5	Apply the treatment safely, evenly and methodically following manufacturer's instructions and without over-wetting or damaging the surface			
		5.6	Ensure that absorbent patches are pre-treated and that stubborn and ingrained stains are given concentrated treatment			
		5.7	Protect furniture and equipment in areas where a wet treatment is being used			
		5.8	Follow the manufacturer's and organisational requirements in the safe use and disassembly of machinery and equipment			
		5.9	Ensure safety of self and others throughout the cleaning process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to restore the work area for use	6.1	Check the cleaned surface for an even appearance			
		6.2	Ensure the surface is left free from dirt and excess moisture			
		6.3	Rinse treated surfaces if necessary without disturbing the surrounding area			
		6.4	Apply protective coatings and treatments if necessary			
		6.5	Reinstate the work area			
		6.6	Check that no residues remain on furniture and equipment			
		6.7	Check for and report any signs of pest infestation			
		6.8	Check that equipment with moving parts is working after the deep clean			
		6.9	Report any defects and damage caused during cleaning			
		6.10	Dispose of used and un-used solutions according to manufacturer's instructions			
		6.11	Clean the equipment after use			
		6.12	Store cleaning agents and treatments in a safe and secure place			
		6.13	Store the equipment after use			

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## **Unit 17: Support the Co-ordination of an Event**

**Unit reference number:** D/601/2508

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about supporting the co-ordination and delivery of an event.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role and purpose of supporting the co-ordination of an event	1.1	Describe the range of support activities that may be required when supporting the co-ordination of an event			
		1.2	Identify the responsibilities involved in supporting the co-ordination of an event			
		1.3	Describe the types of problems that may occur during events and how to deal with these			
		1.4	Describe the points to observe when clearing and vacating an event			
		1.5	Describe the types of follow-up activities that may be required to carry out the co-ordination of an event			
2	Be able to support the co-ordination of an event	2.1	Contribute to the co-ordination of an event by: <ul style="list-style-type: none"> <li>a) preparing the venue and making sure all necessary resources and supporting activities are in place</li> <li>b) arranging resources during an event, in line with agreed plans</li> <li>c) helping delegates to feel welcome</li> <li>d) meeting delegates' needs throughout an event</li> <li>e) resolving or referring problems, as required</li> <li>f) liaising with the management of the venue to make sure facility resources are in place</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			g) clearing, and vacating the venue according to the terms of the contract  h) preparing and circulating papers, or completing other follow up actions following the event, if required			

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## **Unit 18: Moving and Transporting Individuals within a Healthcare Environment**

**Unit reference number:** K/602/4029

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 18

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### **Unit summary**

This unit is about moving and transporting individuals within healthcare work areas. It enables the learner to develop competence to move the individual safely and securely, and maintain their privacy and dignity during the move.

### **Assessment requirements/evidence requirements**

This unit must be assessed in line with Skills for Health assessment principles, which can be found at [www.skillsforhealth.org.uk/getting-the-right-qualifications/vocational-qualifications/qualifications-and-credit-framework-%28qcf%29-qualifications/](http://www.skillsforhealth.org.uk/getting-the-right-qualifications/vocational-qualifications/qualifications-and-credit-framework-%28qcf%29-qualifications/)

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand own responsibilities and accountability in relation to policies and protocols in relation to moving and transporting individuals	1.1	Identify local policies and protocols affecting work practice			
		1.2	Describe own responsibilities			
		1.3	Define the term accountability in relation to own role			
		1.4	Explain why it is important to work within the limits of own competence and seek advice when required			
2	Know how to move and transport individuals	2.1	Describe safe techniques to be used when moving and handling an individual			
		2.2	Explain how take into account the following when moving and transporting an individual: <ul style="list-style-type: none"> <li>• The nature of illness and injury</li> <li>• Types of records or documentation accompanying them</li> <li>• Types of medical equipment accompanying them</li> </ul>			
		2.3	Describe the types of transportation equipment available			
		2.4	Describe the geography of the work area and how it effects own role in moving and transporting			
		2.5	Explain how and when to use personal protective equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Describe circumstances under which an individual escort may be required			
3	Be able to prepare to move and transport individuals	3.1	Confirm the individual's identity and gain valid consent			
		3.2	Communicate with relevant staff to confirm: <ul style="list-style-type: none"> <li>• the purpose of the move</li> <li>• needs of the individual in relation to the move</li> </ul>			
		3.3	Check all details and documentation with relevant people prior to the move			
		3.4	Communicate with the individual to introduce self, the purpose of the move and agree how this will be done			
		3.5	Assess transportation equipment for safety and function			
		3.6	Support the individual to move onto transportation equipment in line with local policy and protocol and maintaining their dignity			
		3.7	Secure medical equipment and accompanying documentation for transportation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to move and transport individuals	4.1	Use the most suitable route in line with the individual's needs and preferences			
		4.2	Support the individual throughout the move in accordance with: <ul style="list-style-type: none"> <li>• their preferences</li> <li>• the nature of illness or injury</li> <li>• their dignity, privacy and comfort</li> </ul>			
		4.3	Maintain compliance with health and safety guidance at all times			
		4.4	Use transportation equipment in line with local policy and protocol			
		4.5	Explain the action to be taken in accordance with local policy or protocol if any problems arise			
		4.6	Apply standard precautions for infection control			
5	Be able to complete the move	5.1	Hand over the individual to others in line with local policy and protocol			
		5.2	Pass on documentation and information in line with local policy and protocol			
		5.3	Assist with any further movement of the individual			
		5.4	Return any transportation equipment to its location			

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## **Unit 19: Transport Physical Resources within the Work Area**

<b>Unit reference number:</b>	J/502/1404
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	15

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to transport physical resources within the work area. The type of physical resources and methods of transportation can be applied to a number of environments.

### **Assessment requirements/evidence requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance. Please refer to Lantra's assessment strategy for further guidance, which can be found at [www.lantra.co.uk/Standards-and-Qualifications/Qualification-Development-And-Support-Processes.aspx](http://www.lantra.co.uk/Standards-and-Qualifications/Qualification-Development-And-Support-Processes.aspx)

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to transport physical resources within the work area	1.1	Transport resources using powered or manual transportation equipment			
		1.2	Minimise damage to the resources and environment during manoeuvres and transit			
		1.3	Ensure that load is secure and protected from contamination and adverse weather conditions			
		1.4	Monitor load during transit and take action if required			
		1.5	Provide clear and accurate information for recording purposes			
2	Be able to select, use and maintain relevant equipment	2.1	Select appropriate equipment for this area of work			
		2.2	Use equipment according to relevant legislation			
		2.3	Prepare, maintain and store equipment in a safe and effective working condition			
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
4	Know how to transport physical resources within the work area	4.1	Describe the ways of handling transportation equipment to minimise damage to resources in transit			
		4.2	Describe the methods of protecting resources from contamination and adverse weather conditions during transit			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	State the reasons for monitoring loads during transit and the actions to take in case of problems with: (i) imbalance (ii) contamination (iii) adverse weather			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be required for the activity and relevant legal restrictions on operation			
		5.2	Describe the methods of maintaining the equipment used			
6	Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements			

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## **Unit 20: Clean and Maintain Internal Surfaces and Areas**

**Unit reference number:** K/600/6324

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 33

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### **Unit summary**

This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

### **Assessment requirements/evidence requirements**

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare to clean and maintain internal surfaces and areas	1.1	Describe the sequence for cleaning to avoid re-soiling			
		1.2	List the permits and checks that may be required to work on the premises			
		1.3	State the procedures for entering and leaving the workplace			
		1.4	State the standards of appearance and behaviour required in the workplace			
		1.5	State the importance of personal hygiene when cleaning			
		1.6	Describe how the following factors can influence the cleaning method used: <ul style="list-style-type: none"> <li>• manufacturer's instructions</li> <li>• risk</li> <li>• efficiency</li> <li>• access</li> <li>• time</li> <li>• surface</li> <li>• type of soiling</li> </ul>			
		1.7	State how to inspect a work area to decide what cleaning needs to be carried out			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.8	State the importance of wearing the required personal protective equipment and for others to see it being worn			
		1.9	State the importance of following a work schedule			
		1.10	Describe the best methods and materials for carrying out a specific task identifying possible alternatives			
		1.11	State why different equipment should be used for different tasks			
		1.12	State the importance of using the correct colour coded equipment			
2	Understand how to clean and maintain internal surfaces	2.1	Describe how to avoid causing injury or damage when cleaning			
		2.2	State the amount of time allowed for completing the activity			
		2.3	State what results are expected from each cleaning activity			
		2.4	State the techniques to use with chosen equipment and materials			
		2.5	Describe the consequences of: <ul style="list-style-type: none"> <li>• using wrong equipment</li> <li>• using wrong materials</li> <li>• not following manufacturer's instructions</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	State how to change between cleaning methods to cope with different types of soiling and surface			
		2.7	Describe methods that can be used for different types of soiling and surface			
		2.8	State how to identify pest infestation and the action needed to deal with it			
		2.9	State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this			
		2.10	State the importance of checking the quality of work as it is being done			
		2.11	State tasks that are outside of own responsibility			
		2.12	Describe the organisational requirements for dealing with and reporting accidental damage			
3	Know how to complete the cleaning activity	3.1	State why tools and equipment should be cleaned after use			
		3.2	State the location of the storage areas for equipment and materials			
		3.3	State why storage areas should be kept clean, safe and secure			
		3.4	Describe the organisational requirements for organising replacement and extra resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to prepare to clean and maintain internal surfaces and areas	4.1	Follow the correct procedure for entering and leaving the workplace			
		4.2	Identify the area to be cleaned and taking into account different types of surfaces and areas			
		4.3	Inform appropriate people know when cleaning is taking place and when it will be completed			
		4.4	Select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling			
		4.5	Select and wear appropriate personal protective equipment for the task			
		4.6	Ensure that all surfaces are accessible and can be reached to carry out adequate cleaning			
		4.7	Deal with unattended items following organisational requirements			
		4.8	Ventilate the area			
5	Be able to clean and maintain internal surfaces	5.1	Remove loose dirt, debris and detritus prior to cleaning			
		5.2	Use the correct cleaning method for the work area, type of soiling and surface			
		5.3	Follow the sequence for cleaning in order to avoid re-soiling			
		5.4	Assess the actions required to prevent disturbance to others when cleaning			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Avoid obstructions to access when using cleaning equipment and power leads			
		5.6	Select and display appropriate warning signs			
		5.7	Adapt the cleaning method according to the available equipment, materials and problems identified			
		5.8	Report any difficulties in carrying out the work in line with organisational requirements			
		5.9	Deal with spillages using the equipment, materials and method appropriate to the surface and type of spillage			
		5.10	Report any additional cleaning required that is outside own responsibility or skill			
6	Be able to complete the cleaning process	6.1	Replenish supplies or consumables			
		6.2	Leave the area clean and dry			
		6.3	Secure cleaning equipment, materials and personal protective equipment in the correct storage area			
		6.4	Organise replacement resources as required			

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## **Unit 21: Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings**

**Unit reference number:** R/601/5471

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit summary**

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with Skills for Care and Development's assessment principles, which can be found at [http://www.skillsforcare.org.uk/qualifications\\_and\\_training/newqualificationsQCF/supporting\\_materials.aspx](http://www.skillsforcare.org.uk/qualifications_and_training/newqualificationsQCF/supporting_materials.aspx)

Learning outcome 2 must be assessed in a real work environment.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of equality and inclusion	1.1	Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination</li> </ul>			
		1.2	Describe ways in which discrimination may deliberately or inadvertently occur in the work setting			
		1.3	Explain how practices that support equality and inclusion reduce the likelihood of discrimination			
2	Be able to work in an inclusive way	2.1	Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role			
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences			
		2.3	Describe how to challenge discrimination in a way that encourages change			
3	Know how to access information, advice and support about diversity, equality and inclusion	3.1	Identify a range of sources of information, advice and support about diversity, equality and inclusion			
		3.2	Describe how and when to access information, advice and support about diversity, equality and inclusion			

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## **Unit 22: Provide Reception Services**

**Unit reference number:** K/601/2480

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about providing a reception service in a business environment, acting as the first point of contact between a business, its clients and the public.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of reception services in a business environment	1.1	Explain the purpose of the receptionist role as the first point of contact between the public/client and an organisation			
		1.2	Explain the purpose of presenting a positive image of self and the organisation			
		1.3	Explain how to present a positive image of self and the organisation			
2	Understand the procedures to be followed when providing reception services	2.1	Describe the structure and lines of communication in an organisation			
		2.2	Explain how the structure in an organisation affects lines of communication			
		2.3	Explain the purpose of entry, departure, security and confidentiality procedures, including own responsibilities			
		2.4	Explain how to carry out entry, departure, security and confidentiality procedures in a reception area			
		2.5	Explain the purpose of health and safety procedures when providing a reception service, including own responsibilities			
		2.6	Explain how to carry out health and safety procedures in a reception area			
		2.7	Describe the emergency procedures and your role within them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.8	Describe the types of problems that may occur with visitors including, conflict and aggression			
		2.9	Explain ways of dealing with problems and when to refer them to an appropriate colleague			
3	Understand ways of improving reception services and developing own role	3.1	Explain the purpose of suggesting ideas for improving a reception area			
		3.2	Explain the purpose of carrying out additional duties, if applicable, and give examples			
4	Provide a reception service	4.1	Present a positive image of self and the organisation			
		4.2	Provide individuals with requested information and other useful information, within guidelines on confidentiality			
		4.3	Follow entry and exit security procedures, if required			
		4.4	Follow relevant health and safety procedures			
		4.5	Deal with problems that may occur, if necessary			
		4.6	Refer problems, as required			
		4.7	Make sure a reception area gives a positive image of the organisation			
		4.8	Make suggestions for improving a reception area, as required			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.9	Follow organisational procedures in the event of an accident or emergency, as required			
		4.10	Look for and complete additional task(s) during quiet periods, as required			

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## **Unit 23: Handle Mail**

**Unit reference number:** T/601/2479

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 17

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### **Unit summary**

This unit is about handling internal and external mail and packages within the service requirements of an organisation.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand security procedures when handling mail or packages	1.1	Explain the purpose of security procedures for handling mail or packages			
		1.2	Give examples of security procedures for handling mail in organisation(s)			
2	Understand the range of available internal and external mail services	2.1	Explain the purpose of distributing and dispatching mail to the correct recipient within agreed timescales			
		2.2	State the organisational structure and names, roles and locations of individuals and teams			
		2.3	Give examples of internal and external mail services available to organisations			
		2.4	Give reasons for selecting internal and external mail services			
		2.5	Describe the methods of calculating postage charges for mail or packages			
		2.6	Describe the types of problems that may occur with incoming and outgoing mail and how to deal with these			
3	Be able to receive, distribute and collect internal mail or packages	3.1	Receive, check and sort incoming mail or packages			
		3.2	Identify and deal with unwanted junk mail or damaged items			
		3.3	Identify and deal with suspicious items			
		3.4	Distribute incoming mail or packages			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Collect, sort and prioritise outgoing mail or packages			
4	Be able to follow procedures for despatching mail or packages	4.1	Identify best options for despatching mail			
		4.2	Agree a cost for despatching mail or packages			
		4.3	Arrange services to collect outgoing mail or packages, if required			
		4.4	Identify and prepare items for urgent or special delivery, where necessary			
		4.5	Calculate correct postage charges for outgoing mail or packages			
		4.6	Record postage costs			
		4.7	Despatch outgoing mail or packages to agreed timescale			
5	Be able to resolve, report or refer problems that may occur in handling mail or packages	5.1	Identify where a problem may exist with incoming and outgoing mail or packages			
		5.2	Resolve, report or refer problems with incoming and outgoing mail or packages			

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## Further information

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

### How to obtain National Occupational Standards

Please contact:

Asset Skills  
Sol House  
29 St Katherine's Street  
Northampton  
NN1 2QZ

Telephone: 01604 233 336  
Fax: 01604 233 573  
Email: [enquiries@assetskills.org](mailto:enquiries@assetskills.org)  
Website: [www.assetskills.org](http://www.assetskills.org)

# Professional development and training

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Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

## Training and support for the lifetime of the qualifications

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**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Regional support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

**Online support:** find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

## Contact us

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We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.



The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com)



## Annexe C: Assessment principles

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**The Sector Skills Council  
for Property Services, Housing, Cleaning Services  
and Facilities Management**

the sector skills council for the places where we live and work

### **ASSESSMENT PRINCIPLES August 2010**

POLICIES AND PRINCIPLES FOR AWARDING  
ASSET SKILLS COMPETENCE UNITS

Asset Skills  
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Sol House  
19 St Katherine's Street  
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NN1 2QZ

Telephone: 01604 233336  
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## **1 INTRODUCTION**

ASSET SKILLS has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for units of assessment which have been submitted by Asset Skills.

ASSET SKILLS, with the support of industry, is dedicated to embedding the National Occupational Standards and units of assessment into the workplace and to upholding the quality and integrity of the Standards and Units and the Awards, Certificates and Diplomas based upon them.

## **2 ASSESSMENT PRINCIPLES FOR COMPETENCY BASED UNITS**

*2.1 The following principles will apply to Awarding Organisations:*

- 2.1.1 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.
- 2.1.2 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.
- 2.1.3 Assessors can only assess in their acknowledged area of occupational competence.
- 2.1.4 Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- 2.1.5 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.

### **3 SIMULATION AND WITNESS TESTIMONY FOR COMPETENCY-BASED UNITS**

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.

#### **3.1 Simulation**

Simulation may be necessary for specific elements of the units. It is advisable that centres refer to the Awarding Organisations in these cases for clear guidelines.

Awarding Organisation guidance to 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 centre's overall strategy for simulation must be examined and approved by the external verifier
- There should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced
- The 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.

#### **3.2 Witness testimony**

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



## **4 RECOGNITION OF PRIOR LEARNING AND EXPERIENCE**

- 4.1 Evidence from past achievement may be included as permissible evidence within assessment methods.
- 4.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment.
- 4.3 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.
- 4.4 All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

## **5 EXTERNAL QUALITY ASSURANCE OF ASSESSMENT**

- 5.1 Awarding organisations will operate a Risk Rating system of Approved Centres. This will be applied UK wide. Awarding organisations will provide details of their plans and criteria for risk rating at the time of qualifications' submissions.
  - 5.1.1 The Awarding Organisations will carry out risk assessment annually and risk rate each Approved Centre and will take appropriate action to ensure quality assurance is maintained.

## **6 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF EXTERNAL VERIFIERS**

- 6.1 ASSET SKILLS aims to ensure that the technical and quality aspirations of industry are met, in order to inspire confidence in the national occupational standards and qualifications. ASSET SKILLS will work with the Awarding Organisations to implement a practical and cost effective external verification process that will strengthen the rigour and consistency of assessment.
- 6.2 The criteria will apply to existing and new External Verifiers.

### **6.3 Verification competence**

#### **6.3.1 Awarding Organisations will ensure that External Verifiers:**

Hold an appropriate external verifier qualification (D35 or V2), or be working towards the V2 qualification, and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).

- In England, Wales, Northern Ireland new External Verifiers must achieve unit V2 within 12 months of beginning external verification.
- In Scotland, all new EVs should have an assessment plan for achieving the V2 and be working towards achieving the awards. There is no timescale attached to the achievement of Unit V2.

### **6.4 Occupational competence**

All External Verifiers must

- 6.4.1 provide evidence of knowledge, understanding and application of the National Occupational Standards, Units of Assessment and Assessment Principles, together with technical definitions where appropriate. Awarding Organisations should cover this requirement as part of their normal appointment process.
- 6.4.2 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. External verifiers' experience and knowledge could be verified by:
- curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution.
- 6.4.3 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.

- 6.4.4 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles.
- 6.4.5 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
- 6.4.6 be aware of national issues affecting vocational education, training and qualifications in the sector.
- 6.4.7 have appropriate knowledge of the ASSET SKILLS framework of qualifications in relevant areas to the qualifications being externally verified.
- 6.4.8 demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development.
- 6.4.9 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 6.5 Awarding Organisations may have generic criteria and personnel specifications in addition to the above.

## 7 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF INTERNAL VERIFIERS

- 7.1 Internal Verifiers are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
- 7.2 This criteria will apply to existing and new Internal Verifiers.
- 7.3 Internal Verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.
- 7.4 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:
  - 7.4.1 Internal Verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors

OR

- 7.4.2 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.
- 7.5 Internal Verifiers will either:
  - a 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

- b 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 Organisation and Asset Skills and the approval of the qualifications Regulators, may choose:**

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 Organisation 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 Organisation.**

7.5.1 It is desirable that all Internal Verifiers hold a relevant qualification.

Internal Verifiers will:

7.5.2 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 qualification
- corporate membership of a relevant professional institution

7.5.3 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

7.5.4 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles

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

7.5.6 demonstrate their ability to maintain occupational competence by continuous professional development

- 7.5.7 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification
- 7.5.8 have knowledge of the requirements and application of the Asset Skills Assessment Principles
- 7.5.9 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 7.6 Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development.
- 7.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

## 8 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF ASSESSORS

- 8.1 This section is intended to assist Approved Centres in the recruitment of those individuals who will act as Assessors within the Approved Centre.
- 8.2 Assessors are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
- 8.2.1 They should only assess in their area of technical and occupational competence as approved by their Awarding Organisations.
- 8.3 *Assessors should be one of the following:*
- 8.3.1 Employed directly or contractually by the same organisation (centre) as the candidate
- OR
- 8.3.2 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.
- 8.4 *The Assessor should have the following:*

Assessment Competence

Either:

- 8.4.1
- a 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:

- b 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 Organisation and Asset Skills and the approval of the qualifications Regulators, may choose:**

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 Organisation 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 Organisation.**

#### 8.5 Occupational competence

All assessors must:

- 8.5.1 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 qualification
  - corporate membership of a relevant professional institution
- 8.5.2 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

- 8.5.3 have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of Assessment and these Assessment Principles
- 8.5.4 be prepared to participate in training activities for their continued professional development.
- 8.6 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.
- 8.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

**October 2017**

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