

# **Pearson BTEC Level 2 Award and Certificate in Cleaning Principles Specification**

BTEC Specialist qualification

For first teaching September 2010

Issue 3

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

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

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)

These qualifications were previously known as:

Edexcel BTEC Level 2 Award, Certificate and Diploma in Cleaning Principles (QCF)

Suite of Edexcel BTEC Level 2 Awards in Cleaning Principles (QCF) (related to occupational sectors within the cleaning industry)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

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## Summary of Pearson BTEC Level 2 Award and Certificate in Cleaning Principles specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4, 5
QCF references removed from unit titles and unit levels in all units	17-173
Guided learning definition updated	12

Earlier issue(s) show(s) 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](http://qualifications.pearson.com/en/support/contact-us.html).



# BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 2 Award in Cleaning Principles

Pearson BTEC Level 2 Certificate in Cleaning Principles

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.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Pearson BTEC Level 2 Award in Cleaning Principles	600/1721/1
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Pearson BTEC Level 2 Certificate in Cleaning Principles	500/9522/5
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These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

These qualifications are accredited by Ofqual as being Stand Alone/Additional and Specialist Learning within 14-19 Diplomas/part of Apprenticeships/a vocational component of Foundation Learning.

## **Focusing on the Pearson BTEC Level 2 Award and Certificate in Cleaning Principles**

The Pearson BTEC Level 2 Award in Cleaning Principles is a 10-credit, 88 guided-learning-hour (GLH) qualification that consists of three mandatory units. The Award acts as a progression route to the level 2 Certificate in Cleaning Principles and is a component within the Cleaning and Environmental Services Intermediate Apprenticeship alongside the Certificate in Local Environmental Services Skills which will be available from June 2011.

The Pearson BTEC Level 2 Certificate in Cleaning Principles forms the Technical Certificate for the Apprenticeship in Cleaning and Support Services and provides learners with a range of underpinning knowledge across generic and specialist cleaning principles. Progression for learners who complete this Level 2 qualification would normally be the Pearson Edexcel Level 2 Award/Certificate/Diploma in Cleaning and Support Services Skills. Learners could also progress to the Edexcel Level 2 NVQ Certificate in Team Leading or the Edexcel Level 3 NVQ Certificate in Management.

### **Straightforward to implement, teach and assess**

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## **Engaging for everyone**

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## **Recognition**

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs — in this case the Asset Skills SSC. Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications.

## **All you need to get started**

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.





# Contents

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<b>What are BTEC Level 2 Specialist qualifications?</b>	<b>1</b>
Pearson BTEC Level 2 Award	2
Pearson BTEC Level 2 Certificate	2
Key features of the Pearson BTEC Level 2 in Cleaning Principles	2
National Occupational Standards	2
<b>Rules of combination</b>	<b>3</b>
Rules of combination for the Pearson BTEC Level 2 qualifications	3
Pearson BTEC Level 2 Award in Cleaning Principles	4
Pearson BTEC Level 2 Certificate in Cleaning Principles	5
<b>Assessment</b>	<b>6</b>
<b>Quality assurance of centres</b>	<b>7</b>
Approval	8
Quality Assurance Guidance	8
<b>Programme design and delivery</b>	<b>9</b>
Mode of delivery	9
Resources	9
Delivery approach	9
Functional skills	10
<b>Access and recruitment</b>	<b>10</b>
Restrictions on learner entry	11
Access arrangements and special considerations	11
Recognition of Prior Learning	11
<b>Unit format</b>	<b>12</b>
Unit title	12
Unit reference number	12
Level	12
Credit value	12

Guided learning hours	12
Unit aim and purpose	12
Unit introduction	13
Learning outcomes	13
Assessment criteria	13
Unit content	13
Essential guidance for tutors	14
<b>Units</b>	<b>15</b>
Unit 1: Dealing with Routine and Non-Routine Waste	17
Unit 2: Health and Safety for the Cleaning and Support Services Industry	25
Unit 3: Working with Customers and Others in the Cleaning and Support Services Industry	35
Unit 4: Cleaning and Maintenance of External Surfaces and Areas	41
Unit 5: Cleaning of Confined Spaces	49
Unit 6: Cleaning of Food Areas	57
Unit 7: Cleaning of Glazed Surfaces and Facades	67
Unit 8: Cleaning of High Risk Areas (Controlled Environments)	75
Unit 9: Cleaning of Interiors and Washrooms	83
Unit 10: Cleaning of Specialist Electronic Equipment	91
Unit 11: Deep-cleaning of Internal Equipment Surfaces and Areas	99
Unit 12: Maintenance and Minor Repairs of Property	109
Unit 13: Manual Street Cleaning	117
Unit 14: Mechanical Street Cleaning	125
Unit 15: Periodic Cleaning of Hard and Semi-hard Floors	133
Unit 16: Periodic Cleaning of Soft Floors and Furnishings	143
Unit 17: Working Safely at Heights in the Cleaning and Support Services Industry	153
Unit 18: Cleaning with Water Fed Pole Systems	159
Unit 19: Internal Cleaning of Passenger Transport	167
<b>Further information and useful publications</b>	<b>174</b>
How to obtain National Occupational Standards	174
<b>Professional development and training</b>	<b>175</b>

<b>Annexe A</b>	<b>177</b>
The Pearson/BTEC qualification framework for the Cleaning and Support Services sector	177
<b>Annexe B</b>	<b>179</b>
Wider curriculum mapping	179
<b>Annexe C</b>	<b>181</b>
National Occupational Standards/mapping with NVQs	181
<b>Annexe D</b>	<b>183</b>
Mapping to Level 1 Functional Skills	183
<b>Annexe E</b>	<b>187</b>
Glossary of Accreditation Terminology	187
<b>Annexe F</b>	<b>189</b>
BTEC Specialist and Professional qualifications	189



# What are BTEC Level 2 Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it 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.

BTEC Specialist qualifications are generally 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).

## **Pearson BTEC Level 2 Award**

The Level 2 Award acts as a progression route to the Level 2 Certificate in Cleaning Principles and is a component within the Cleaning and Environmental Services Intermediate apprenticeship framework.

The Pearson Level 2 Award provide an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

## **Pearson BTEC Level 2 Certificate**

The Pearson BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## **Key features of the Pearson BTEC Level 2 in Cleaning Principles**

The Pearson BTEC Level 2 in Cleaning Principles has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry, Level 1, 2 or 3 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

## **National Occupational Standards**

Where relevant, Pearson BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

## Rules of combination for the Pearson BTEC Level 2 qualifications

When combining units for the Pearson BTEC Level 2 in Cleaning Principles, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### The Pearson BTEC Level 2 Award in Cleaning Principles

- 1 Qualification credit value: 10 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.
- 3 All credits must be achieved from the units listed in this specification.

### Pearson BTEC Level 2 Certificate in Cleaning Principles

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 13 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Pearson BTEC Level 2 Award in Cleaning Principles

The Pearson BTEC Level 2 Award in Cleaning Principles is a 10-credit, 88 guided-learning-hour (GLH) qualification that consists of three mandatory units.

Each unit includes the knowledge and understanding and skills required in the core aspects of the Cleaning role. Learners can progress to the Pearson BTEC Level 2 Certificate in Cleaning Principles or the Pearson Edexcel Level 2 Certificate in Local Environmental Services Skills.

The Total Qualification Time (TQT) for this qualification is 100.

Pearson BTEC Level 2 Award in Cleaning Principles			
Unit	Mandatory units	Credit	Level
1	Dealing with Routine and Non-routine Waste	4	2
2	Health and Safety for the Cleaning and Support Services Industry	4	2
3	Working with Customers and Others in the Cleaning and Support Services Industry	2	2



## Pearson BTEC Level 2 Certificate in Cleaning Principles

The Pearson BTEC Level 2 Certificate in Cleaning Principles is a 13-credit and 110-guided-learning-hour (GLH) qualification that consists of three mandatory units (10 credits) plus optional units that provide for a combined total of 13 credits.

This qualification forms the Technical Certificate for the Cleaning and Support Services Apprenticeship Framework.

The Total Qualification Time (TQT) for this qualification is 130.

Pearson BTEC Level 2 Certificate in Cleaning Principles			
Unit	Mandatory units	Credit	Level
1	Dealing with Routine and Non-routine Waste	4	2
2	Health and Safety for the Cleaning and Support Services Industry	4	2
3	Working with Customers and Others in the Cleaning and Support Services Industry	2	2
Unit	Optional units		
4	Cleaning and Maintenance of External Surfaces and Areas	3	2
5	Cleaning of Confined Spaces	3	2
6	Cleaning of Food Areas	4	2
7	Cleaning of Glazed Surfaces and Facades	3	2
8	Cleaning of High-risk Areas (Controlled Environments)	4	2
9	Cleaning of Interiors and Washrooms	3	2
10	Cleaning of Specialist Electronic Equipment	3	2
11	Deep-cleaning of Internal Equipment Surfaces and Areas	4	2
12	Maintenance and Minor Repairs of Property	3	2
13	Manual Street Cleaning	3	2
14	Mechanical Street Cleaning	4	2
15	Periodic Cleaning of Hard and Semi-hard Floors	3	2
16	Periodic Cleaning of Soft Floors and Furnishings	3	2
17	Working Safely at Heights in the Cleaning and Support Services Industry	4	2
18	Cleaning with Water-fed Pole Systems	3	2
19	Internal Cleaning of Passenger Transport	3	2

# Assessment

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The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

Each of the units within the qualification has specified assessment criteria. The overall grading in this qualification is a pass, based upon the successful completion of the external assessment(s) and a portfolio of evidence.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

In these qualifications the following units are externally assessed by onscreen multiple-choice question (MCQ) test:

Unit 1 Dealing with Routine and Non-routine Waste

Unit 2 Health and Safety for the Cleaning and Support Services Industry

Unit 3 Working with Customers and Others in the Cleaning and Support Services Industry

**All of the content in each unit that is being assessed by onscreen multiple choice question (MCQ) test is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.**

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)).

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, which may include performance observation and presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

### Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

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Pearson BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver.

The Pearson quality assurance processes for these qualifications will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Pearson through the quality review process.

**For centres assessing the qualification by a portfolio of evidence and on-screen multiple choice tests the Pearson quality assurance processes will involve:**

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

**For centres using this qualification as a component of an Apprenticeship 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 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.

## **Approval**

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

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## **Quality Assurance Guidance**

Details of quality assurance for the Pearson BTEC Level 2 qualifications are set out in centre guidance which is published on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

# Programme design and delivery

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## Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening-only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes using multiple choice questions. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications, the mode of delivery and assessment through multiple choice questions. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate

links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

**All of the content in each externally assessed unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.**

## Functional skills

Pearson Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

## Access and recruitment

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Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement 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.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level qualification.

## **Restrictions on learner entry**

The Pearson BTEC Level 2 in Cleaning Principles qualifications are accredited for learners aged 16 and above.

Some units may include machinery for which there are age restrictions or specific licence requirements.

## **Access arrangements and special considerations**

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ 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.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications*, which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

# Unit format

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Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

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.

## Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.



## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

## Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification of the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

# Units

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Unit 1: Dealing with Routine and Non-Routine Waste	17
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Unit 14: Mechanical Street Cleaning	125
Unit 15: Periodic Cleaning of Hard and Semi-hard Floors	133
Unit 16: Periodic Cleaning of Soft Floors and Furnishings	143
Unit 17: Working Safely at Heights in the Cleaning and Support Services Industry	153
Unit 18: Cleaning with Water Fed Pole Systems	159
Unit 19: Internal Cleaning of Passenger Transport	167



# Unit 1: Dealing with Routine and Non-Routine Waste

**Unit reference number:** R/502/2250

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 35

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## Unit aim

The unit deals with the transfer of routine and non-routine waste. Learners will understand how to handle, deal with and transfer routine and non-routine waste. This will include hazardous, non-hazardous and clinical waste

## Unit introduction

Dealing with routine and non-routine waste is fundamental to the cleaning and support services industry to avoid the risk of cross-contamination and infection, and promote a safe, clean and hygienic environment for those working and using the areas. Learners need to know what the different types of waste are in order that they will be able to identify and deal with them appropriately.

Learners will understand the importance of safe working practices, including, personal hygiene and correct use of personal protective equipment when handling, transferring and storing waste. They will understand their requirements under the Health and Safety at Work Act and Personal Protective Equipment (PPE) at Work Act. They will also learn the importance of labelling, including colour-coding systems and the correct containers to use to avoid cross-contamination, infection, accidents and near misses to ensure appropriate collection and disposal of waste. It is important that learners know the actions to be taken in the event of spillages and how to deal with suspicious waste in order that the health and safety of themselves, colleagues, the public and environment is safeguarded. The learner will also need to understand the importance of recycling.

Learners will understand the relevant organisational procedures and the principles of dealing with routine and non-routine waste. The unit will cover the handling and disposing of hazardous and non-hazardous waste, dealing with sharps and dealing with damaged or broken waste containers. Learners will also understand the requirements relevant regulations and legislation.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand procedures for handling routine and non-routine waste	<p>1.1 describe different types of waste, including:</p> <ul style="list-style-type: none"> <li>- routine</li> <li>- non-routine</li> <li>- hazardous</li> <li>- non-hazardous</li> <li>- clinical</li> </ul> <p>1.2 explain the importance of following a regular process for clearing waste</p> <p>1.3 explain the importance of maintaining personal hygiene when handling waste</p> <p>1.4 list types of waste which can be recycled</p> <p>1.5 explain the importance of recycling</p> <p>1.6 describe procedures for handling and disposing of hazardous and non-hazardous waste</p> <p>1.7 describe the actions to take when dealing with a risk of infection</p> <p>1.8 explain the importance of using personal protective equipment when handling waste</p> <p>1.9 describe how to prepare self and work areas prior to handling routine and non-routine waste</p> <p>1.10 explain the importance of correct segregation of waste</p> <p>1.11 describe how to deal with incorrectly segregated waste</p> <p>1.12 explain the importance of marking, labelling and recording non-routine waste</p> <p>1.13 describe correct procedures for disposing of sharps</p> <p>1.14 explain the importance of reporting waste which looks suspicious</p>

Learning outcomes	Assessment criteria
2 Understand how to handle and transfer routine and non-routine waste	2.1 describe safe methods for transferring waste 2.2 describe different types of waste container 2.3 explain the importance of having suitable locations for holding areas and collection bins 2.4 explain the importance of keeping holding areas clean 2.5 describe the implications of broken or damaged waste containers 2.6 describe procedures for dealing with broken or damaged waste containers 2.7 state when waste containers should be double bagged 2.8 describe the principles of dealing with routine and non-routine waste spillages

## Unit content

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### 1 Understand procedures for handling routine and non-routine waste

*Different types of waste:* routine (frequently occurring); non-routine: (in-frequently occurring); hazardous (potential to cause harm; flammable; toxic; corrosive; irritant; clinical); non-hazardous (waste not causing harm); clinical (waste from human or animal tissue; medicinal products; swabs; dressings; syringes; needles or sharps)

*Importance of following a regular process for clearing waste:* maintain health and safety (self; colleagues; customers; public; environment); to avoid (cross-contamination; infection; accidents; near misses; pest infestation; unpleasant odours)

*Importance of maintaining personal hygiene:* maintain health and safety (self; colleagues; customers; public; environment); to avoid (cross-contamination; infection; illness) maintain business reputation

*Types of waste which can be recycled:* paper; cardboard; plastic; glass; metal; wood; plant/green waste

*Importance of recycling:* comply with organisational procedures and relevant regulations; reduce pollution; save energy; save money; reduce emissions

*Procedures for handling and disposing of hazardous and non-hazardous waste:* follow organisational procedures, comply with relevant regulations and legislation; use correct labelling (stickers, labels, waste transfer notes); follow organisational colour-coding systems; relevant equipment (bags, bin liners, containers, litter-picking tongs; trolleys; warning sign; mops and bucket; cloths); appropriate collection and disposal points (separate, secure); security requirements (secure bags and containers; locking bins and compounds); safe lifting and handling

*Actions to take when dealing with risk of infection:* follow organisational procedures for notification and type of infection risk; use appropriate PPE (gloves; apron; mask); isolate area; report risks to relevant person

*Importance of using PPE:* comply with organisational procedures, comply with relevant regulations and legislation; (Personal Protective Equipment (PPE) at Work Regulations); to reduce risks; avoid (hazards; infection; cross-contamination; injury)

*How to prepare self and work areas prior to handling routine and non-routine waste:* follow organisational procedures, relevant regulations and legislation for work area and type of waste; appropriate PPE; appropriate jewellery; regular hand-washing; report any personal illness to appropriate person; assess risks and hazards; remove obstacles; follow colour-coding systems; use appropriate signage

*Importance of correct segregation of waste:* comply with organisational procedures and relevant regulations and legislation for type of waste; to avoid (cross-contamination; infection; injury; accidents and near misses); to follow the appropriate storage and disposal processes (recycling; security; data protection)



*How to deal with incorrectly segregated waste:* follow organisational procedures, relevant regulations and legislation for type of waste; follow safe working practices (correct bag or containers; correct collection point; correct storage point); report to appropriate person; deal within limits of job role

*Importance of marking, labelling and recording of non-routine waste:* comply with organisational procedures, relevant regulations and legislation for type of waste; correct identification; correct segregation of different types of waste; allow tracking of waste; avoid cross-contamination and infection; maintain security of confidential waste; ease of collection and disposal; appropriate recycling

*Correct procedures for disposing of sharps:* follow organisational procedures, relevant regulations and legislation for sharps (needles, syringes, blades); appropriate PPE (uniform, gloves, apron); use collection tweezers; use colour-coded sharps containers; closures and tops of containers secured; correct labelling; correct collection point

*Importance of reporting suspicious waste:* comply with organisational procedures, relevant regulations and legislation for suspicious waste (unidentifiable, hazardous, unusual place); avoid (hazards; risk of injury; infection; cross-contamination; security risk); to maintain health and safety (self; colleagues; customers; public; environment); to allow prompt, corrective and effective action

## **2 Understand how to handle and transfer routine and non-routine waste**

*Safe methods for transferring waste:* follow organisational procedures, relevant regulations and legislation for type of waste; use appropriate PPE (gloves, apron, protective footwear); use correct containers (colour-coded; separate); follow safe lifting and handling techniques; use correct labelling; use correct recording

*Different types of waste container:* bags; indoor containers; outdoor containers; colour-coded containers; wheeled containers; containers specific to type of waste (sharps; sanitary; clinical; recycling)

*Importance of having suitable locations for holding areas and collection bins:* comply with organisational procedures and relevant regulations; to avoid (cross-contamination; infection; disease; health hazards; accidents and near misses; pest infestation; security risks); simplicity of collection and disposal; to follow appropriate recycling

*Importance of keeping holding areas clean:* to comply with organisational procedures and relevant regulations and legislation; to avoid (unpleasant odours; pest infestation; cross-contamination; infection and disease); simplicity of collection and disposal

*Implications of broken or damaged waste containers:* contamination risk; health risk; potential spillages; risk of accidents and near misses; pest infestation; unpleasant odours; unpleasant appearance; security risk

*Procedures for dealing with broken or damaged waste containers:* follow organisational procedures and relevant regulations and legislation for type of waste; report damage or spillage to relevant person; appropriate PPE; correct bagging (type; colour); correct transfer of waste (bag; container; trolley)

*When waste containers should be double bagged:* heavily soiled; unpleasant odours; leakage or potential leakage; contagious/infectious; heavy

*Principles of dealing with routine and non-routine spillages:* follow organisational procedures and relevant regulations and legislation for type of spillage; secure the area; use of appropriate signage; identify the spillage; report spillage to relevant person; limit of authority (request assistance, contact line manager); appropriate PPE (gloves, apron, mask, goggles, protective footwear)

## Essential guidance for tutors

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### Delivery

This unit introduces and gives the learners the knowledge to deal with the transfer of routine and non-routine waste and can be delivered through practical activities as well as classroom and theory-based instruction. Learners will need to understand the correct and safe procedures for handling and disposing of waste, including hazardous and non-hazardous waste.

Learners should understand safe lifting and handling methods. They should be given the opportunity to be involved in the steps to handle, remove and dispose of different types of waste. This will lead to a greater understanding of the measures needed to reduce risks of injury and infection.

Internet research can provide a useful source of information relating to the different types of waste learners may be required to deal with and the safety implications of incorrect handling procedures. Learners are encouraged to consider the types of waste which can be recycled and why recycling is important.

Visits to large organisations or hospitals would help to create and raise interest in the process for clearing waste and why personal hygiene and the use of PPE is important. This will equip the learners with both the knowledge and an opportunity to develop practical skills to experience the correct procedures. Handouts and short briefs can also be used to inform learners of the importance of marking, labelling and recording non-routine waste and simulation used to complete relevant documentation if possible. It is essential for learners to gain an understanding of how to prepare themselves and their work areas prior to handling waste, and why correct segregation is important. Learners should also know how to deal with incorrectly segregated waste, suspicious waste, and why this is important. Learners will need to know the safe methods for transferring waste using the different types of waste container. It is important for learners to know when waste containers should be double-bagged. Demonstrations of suitable locations for holding areas and collection bins would be useful in highlighting the importance of segregating waste and maintaining health and safety.

The HSE has produced a range of relevant briefing sheets on a range of key issues relating to waste which could be used to inform learning, including relevant legislation and regulations on the handling and disposing of needles and sharps, and in dealing with waste spillages. Electronic media could also aid delivery and raise interest and awareness of keeping holding areas clean and the procedures for dealing with broken or damaged waste containers and the implications of this.

### Assessment

This unit is externally assessed by the use of externally set, on-screen multiple choice tests, administered by the centre.

The qualifications are criterion-referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed all the assessment criteria in the unit.

The multiple choice tests assess all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

**All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.**

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)).

### Essential resources

For this unit learners should have access to an adequate range of books and journals together with copies of media reports. Access via electronic links to relevant websites, and case studies would also be useful learning materials.

### Indicative resource materials

#### Textbooks

Canwell, Pope, Rivers, Roberts, Whaites – *NVQ/SVQ and Technical Certificate Level 2 Cleaning* (Heinemann, 2009) ISBN 9780435501204

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)  
ISBN 9780717661794

#### Journals

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

The Voice – British Cleaning Council

#### Websites

<a href="http://www.assetskills.org">www.assetskills.org</a>	Sector Skills Council for facilities management, housing, property, planning, cleaning and parking
<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	Public Body responsible to the Secretary of State for Environment
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.wasteonline.org.uk">www.wasteonline.org.uk</a>	Online document library on waste issues

## **Unit 2: Health and Safety for the Cleaning and Support Services Industry**

**Unit reference number:** Y/502/2251

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 35

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### **Unit aim**

This unit will provide learners with an understanding of health and safety legislation and how to work safely. Learners will also develop an awareness of ways of controlling risks when working in a cleaning and support services environment.

### **Unit introduction**

A safe environment is important to the cleaning and support services industry. Learners need to know their personal responsibilities for their own and other people's health and safety, and the responsibilities of their employer and why they are required by law to follow workplace health and safety procedures.

Learners need to understand the process of following health and safety procedures in the workplace and why they must do so. Although learners do not need to know how to conduct a workplace risk assessment, they need to understand the terms 'risk', 'hazard' and 'risk assessment'. Learners will learn the importance of controlling risk, how to identify common hazards in the workplace and how to follow correct procedures when reporting hazards. Learners will develop an understanding of how to reduce risks, including manual handling techniques under the Manual Handling Operations Regulations, following colour-coding systems and understanding the types of security requirements when working on customer sites. Good security procedures are essential if organisations are to reduce the risk of harm to customers and individuals.

This unit will give learners the opportunity to learn how to report cases of illness, accident and emergency and the importance of following correct procedure in doing so. Learners will also be made aware of when they must report certain accidents and illnesses to outside agencies under the Reporting of Injuries, Disease and Dangerous Occurrence Regulations (RIDDOR). Learners will need to know the action to be taken in the event of a fire or an accident.

Learners will understand the importance of personal hygiene and of following safe working practices when using equipment, materials and chemicals. Learners will know the importance of following manufacturers' instructions. Learners will develop their knowledge and understanding of hazard symbols which appear on the packaging of cleaning chemicals, the Control of Substances Hazardous to Health Regulations (COSHH) and Personal Protective Equipment (PPE) at Work Regulations.

This unit underpins the safety and hygiene knowledge requirements in other units in this qualification. Learners must know that safe and secure working environments are everyone's responsibility and apply to all workplaces including customer sites.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the health and safety legislation which applies to the Cleaning & Support Services industry	1.1 describe the health and safety legislation and regulations which apply to the cleaning and support services industry 1.2 describe employees responsibilities 1.3 describe employers responsibilities 1.4 explain the appropriate codes of behaviour in relation to health and safety
2 Understand how to work in a safe manner	2.1 state job roles within organisations responsible for health and safety 2.2 explain the importance of correct use of equipment, materials and chemicals 2.3 explain the importance of the correct use of personal protective equipment 2.4 describe types of security requirements when working on customer sites 2.5 describe techniques for safe lifting and handling 2.6 explain the need for colour coding systems 2.7 describe recommended procedures in the event of a fire 2.8 describe the recommended procedures in the event of an accident

Learning outcomes	Assessment criteria
<p>3 Understand how to control risks in the workplace</p>	<p>3.1 explain the importance of personal hygiene in the workplace</p> <p>3.2 outline the required personal hygiene standards</p> <p>3.3 define the terms 'risk', 'hazard' and 'risk assessment'</p> <p>3.4 identify the types of hazards which might occur in the workplace</p> <p>3.5 describe health and safety procedures relating to controlling risks</p> <p>3.6 describe the procedures for reporting hazards</p> <p>3.7 explain the importance of following manufacturers' instructions</p> <p>3.8 explain the importance of clear communication in relation to risk assessment</p> <p>3.9 explain the importance of risk control measures</p>



## Unit content

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### 1 Understand the health & safety legislation which applies to the Cleaning and Support Services industry

*Current Health and safety legislation and regulation:* Health and Safety at Work Act; Control of Substances Hazardous to Health (COSHH); Personal Protective Equipment (PPE); Manual Handling Operations Regulations; Portable Appliance Testing (PAT); Hazardous Waste Legislation; Reporting of Injuries, Disease and Dangerous Occurrence Regulations (RIDDOR); Work at Heights Regulations; Food Hygiene Regulations (Hazard Analysis Critical Control Point HACCP)

*Employee responsibilities:* follow relevant health and safety regulations and legislation; follow safe working practices; use correct PPE; identify and report (potential and actual incidents; accidents; risks; faulty equipment); correct use; maintenance and storage (equipment; materials; chemicals); report anything that might affect ability to work (injury; illness; medication)

*Employer responsibilities:* provide a safe and healthy workplace; provide appropriate learning and development; provide appropriate PPE; provide appropriate materials; tools; equipment; machinery; carry out and act on risk assessments; carry out regular checks and maintenance of (materials; tools; equipment; machinery)

*Appropriate codes of behaviour in relation to health and safety:* follow relevant health and safety regulations and legislation; follow organisational procedures; follow safe working practices; use appropriate PPE; check and use equipment correctly; be fit for work (not unwell; under the influence of medication, alcohol or drugs)

### 2 Understand how to work in a safe manner

*Job roles:* Health and Safety Officer/Representative; fire warden; first-aider; Manager; all staff have a responsibility for health and safety of self and others

*Importance of correct use of equipment, materials and chemicals:* maintain health and safety (self; colleagues; customers; public; environment); avoid risk (accidents and 'near misses'; fire; harmful fumes or gases); avoid damage; avoid legal action; minimise costs; preserve manufacturers' warranty; prolong life (equipment; materials; chemicals)

*Importance of correct use of PPE:* maintain; (self; colleagues; customers; public; environment); avoid cross-contamination; avoid risk of accidents or 'near misses'

*Types of security requirements:* premises (control of keys; electronic systems; surveillance; control of entrances and exits); staff and visitor identity badge (issue; reporting loss); reporting of suspicious persons and packages to appropriate person

*Techniques for safe lifting and handling:* assess load to be lifted/handled; assess hazards; assess if help required; posture

*Need for colour coding systems:* avoid cross-contamination; separate different types of waste; identify different types of waste; identify different areas for cleaning

*Recommended procedures in the event of a fire:* stop work; activate/raise alarm; safety of self, colleagues and customers; contact emergency services if appropriate; do not fight fire unless trained and confident to do so; follow emergency exit signs; leave the area/building by the nearest fire exit; leave behind personal possessions; close all doors; do not use lift; do not run; know location of assembly points; do not return to the area/building unless told to do so by authorised person; report to fire warden; lone working (own safety first; call emergency services)

*Recommended procedures in the event of an accident:* raise alarm with appropriate person as soon as possible; locate qualified first-aider; safety of self; colleagues and others; report incident as soon as possible; complete accident report form or accident book

### **3 Understand how to control risks in the workplace**

*Importance of personal hygiene:* avoid cross-contamination and infection; image (self; organisation); maintain food safety where appropriate

*Required personal hygiene standards:* clean uniform; clean personal appearance; clean and tidy hair; appropriate jewellery; clean nails; regular hand-washing; care when coughing or sneezing; report cuts and wounds; cover cuts and wounds; report personal illness to appropriate person

*'Risk':* The possibility of harm; loss or danger occurring

*'Hazard':* potential to cause harm

*'Risk assessment':* a procedure to identify and assess the level of risk in a specific activity, and the precautions/actions to be taken to prevent harm

*Types of hazard:* slips; trips; falls; electrical equipment; machinery; cleaning chemicals; breakages; hot surfaces; waste; spillages; bacteria

*Health and safety procedures relating to controlling risks:* risk assessment; control measures in place; colour coding systems; use of PPE; follow appropriate reporting procedures; complete relevant paperwork (COSHH sheets)

*Procedures for reporting hazards:* follow organisational procedures, relevant regulations and legislation; report to appropriate person; complete relevant paperwork

*Importance of following manufacturers' instructions:* comply with organisational procedures and relevant regulations and legislation; maintain health and safety (self; colleagues; customers; public; environment); avoid accidents and 'near misses'; avoid damage; maintain costs; preserve manufacturers' warranty; prolong life (equipment; materials; chemicals)

*Importance of clear communication in relation to risk assessment:* ensure that risks and hazards are understood by others; avoid (injury; accidents; near misses);

*Importance of risk control measures:* comply with relevant regulations and legislation; maintain health and safety (self; colleagues; customers; public environment); avoid (injury; accidents; near misses); maintain safe working practices

*Risk control measures:* safe working practices; learning and development; use of PPE; following manufacturers' instructions; colour coding systems; appropriate use of signage; appropriate communication

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of the Health and Safety Legislation and Regulations that apply to the cleaning industry. Learners should be given the opportunity to understand the typical risks, hazards and safety and security issues that are associated with the cleaning industry. This will create a greater understanding of their role and their employer's role in reducing the risks they will face. Learners need to know who is responsible for health and safety in their organisation and how to use all the equipment that they use. The use of PPE, waste handling techniques and the importance of correct manual handling techniques must also be covered in the delivery of this unit. Learners should be given the opportunity to use the different equipment and PPE that they will come across in the workplace and put into practice the manual handling and waste management techniques they have been taught. A visit to a workplace where cleaning takes place and where the skills and information above is covered will enhance the learning across the whole unit.

Learners need to understand the procedures for dealing with risk assessments and safety hazards across all aspects of the unit and should understand when risk assessments need to be completed. They should be given the opportunity to participate in these activities, as this will promote greater knowledge and understanding of how risks can be avoided or reduced through control measures. They should also understand the principles of RIDDOR and the reporting systems they need to follow in their organisation for both accidents and fire procedures. Learners need to understand the requirement for colour-coding systems and have knowledge of the chemicals that are used in this industry. Short briefing sheets could be used to aid the understanding of these criteria.

Cleaners work independently, and as a result the importance of clear communication between employers and employees is something that they will have to be able to take part in. Learners could take part in simulated or role-play activities that will augment their understanding of this important skill. Security in the workplace is also an issue that cleaners have to understand. Simulation or scenario-based learning could be used to cover this criterion.

Following the organisations code of behaviour and meeting hygiene requirements is also very important and this should be covered as the learner is completing all the other activities. Throughout the delivery, the importance of complying with the organisations policies and procedures must be covered.

### Assessment

This unit is externally assessed by the use of externally set, on-screen multiple choice tests, administered by the centre.

The qualifications are criterion-referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed all the assessment criteria in the unit.

The multiple choice tests assess all of the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

**All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.**

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)).

### Essential resources

For this unit learners should have access to an adequate range of books and journals together with copies of media reports. Access via electronic links to relevant websites, and case studies would also be useful learning materials.

### Indicative resource materials

#### Textbooks

Canwell, Pope, Rivers, Roberts, Whaites – *NVQ/SVQ and Technical Certificate Level 2 Cleaning* (Heinemann, 2009) ISBN 9780435501204

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)  
ISBN 9780717661794

#### Journals

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

The Voice – British Cleaning Council

#### Websites

<a href="http://www.assetskills.org">www.assetskills.org</a>	Sector Skills Council for facilities management, housing, property, planning, cleaning and parking
<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	Public Body responsible to the Secretary of State for Environment
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive



## **Unit 3: Working with Customers and Others in the Cleaning and Support Services Industry**

**Unit reference number:** D/502/2252

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 18

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### **Unit aim**

This unit is about communicating politely and effectively with customers and others when performing cleaning tasks. The unit also covers working with others, providing support to others when they require it and making appropriate responses in difficult situations with customers and colleagues.

### **Unit introduction**

The cleaning and support services industry must ensure it has staff who understand the needs and expectations of their customers, and provide them with the best possible service and care. Creating and giving a positive impression to customers is vital for the business to succeed. Communicating with different types of customers and colleagues using appropriate skills is essential.

The unit will develop and broaden the learner's understanding and knowledge of how to establish positive working relationships with people. Learners will need to know the importance of communicating with customers and others, including colleagues, and how to do this. Learners will understand the importance of correct uniform and personal protective equipment (PPE), behaviour and standards.

Learners will look at verbal and non-verbal methods of communication, and when they are appropriate to use. They will learn how to provide a positive impression to different types of customers and in varied customer-service situations. Learners will also learn how to deal with difficult situations with customers.

Learners will understand the importance of effective teamwork and the different job roles and responsibilities within their team. They will also learn key personal behaviours and how to respond to disagreements.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to communicate effectively with customers	1.1 describe the importance of communicating with others 1.2 describe appropriate ways of communicating with customers 1.3 state the importance of up-to-date, accurate and clear information 1.4 state key sources of job-related information 1.5 state reasons for adapting communication to different audiences 1.6 state procedures for acknowledging, responding to and recording customer communication 1.7 state the limits of authority for dealing with different types of customer communication
2 Understand how to meet customers' needs	2.1 explain the importance of positive behaviour and attitudes 2.2 describe examples of positive behaviour and attitude 2.3 explain the benefits of creating a positive impression 2.4 describe different types of customer 2.5 describe procedures for handling difficult customer situations
3 Understand how to contribute to effective teamworking	3.1 explain the importance of teamwork 3.2 describe roles and responsibilities within teams 3.3 list factors that contribute to effective teamwork 3.4 describe key personal behaviours of team members 3.5 describe how to respond to disagreements in a team



## Unit content

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### 1 Understand how to communicate effectively with customers

*Importance of communicating with others:* maintain health and safety (self; colleagues; customers; public; environment); maintain organisational standards; maintain service delivery; check understanding; clarify information

*Appropriate ways of communicating with customers:* verbal (face-to-face, telephone, 2-way radio); non-verbal (notices, signs, notes and messages, emails, texts, pager, body language, eye contact, facial expressions)  
*Importance of up-to-date, accurate and clear information:* maintain health and safety (self; colleagues; customers public; environment); avoid mistakes; work is carried out correctly; timeframes met; customer satisfaction

*Key sources of job-related information:* organisational and relevant policies and procedures; job description; induction; learning and development; staff handbook; websites; intranet; notice boards; meetings; updates or newsletters; risk assessment records; adhere to work schedules; manufacturers' instructions; emails, memoranda, letters

*Reasons for adapting communication to different audiences:* check understanding; meet needs of others; make people feel valued; enhance working relationships; maintain confidentiality; Disability Discrimination Act (DDA)

*Procedures for acknowledging, responding to and recording customer communication:* check understanding; respond positively; respond within limits of job role; refer queries outside job role; records or forms (complaints; requests; orders; accidents)

*Limits of authority for dealing with different types of customer communication:* within job role; job description; learning and development; correct reporting procedures

### 2 Understand how to meet customers' needs

*Importance of positive behaviour and attitudes:* business reputation; maintain organisational standards; maintain service delivery; job satisfaction; customer (satisfaction; retention)

*Positive behaviour and attitude:* complying with work schedules; act in a professional manner; timekeeping; team work; correct use of PPE; appropriate body language; check understanding; responding in a timely manner

*Benefits of creating a positive impression:* business reputation; raise profile in organisation; client and customer satisfaction; job satisfaction

*Different types of customer:* internal customers (colleagues; other departments); external customers (clients; public; suppliers); behaviour; personality

*Procedures for handling difficult customer situations:* follow organisational procedures; listen; use appropriate body language and tone of voice; respond; action; know when to escalate to manager/supervisor; record where appropriate

### 3 Understand how to contribute to effective teamworking

*Importance of teamwork:* maintain organisational standards; maintain service delivery; ensure work completed on time; job satisfaction; support other team members; effective cover for absences

*Roles and responsibilities within teams:* team member (works alongside other team members/colleagues); team leader (works within team and provides guidance, instruction, direction, role model for other team members); supervisor (supervision, source of help, dealing with queries/problems, check quality of work); manager (oversees functions of a team or teams, checking, audit)

*Factors that contribute to effective teamwork:* effective team leadership; setting a good example; equal sharing of workloads; communication; knowing limits of job role; asking for and offering help when needed

*Key personal behaviours of team members:* communication; positive attitude; responsible; respect for others; co-operative; honesty; integrity; willing to compromise; timekeeping

*How to respond to disagreements in a team:* choose suitable time and place; listen; being honest with each other; willing to compromise; agree a solution; seek support if needed; follow reporting procedures; follow grievance procedure if appropriate

## Essential guidance for tutors

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### Delivery

This unit introduces and gives learners the knowledge needed to communicate politely and effectively with customers. Learners should be encouraged to interact with real customers and to gain knowledge and practice from their experiences. The unit could also be delivered with a learner who works in a realistic working environment.

For learners to understand and appreciate customer needs and expectations, discussions of learner's own experiences as customers, or work experience delivering customer service could be explored. Role-plays and simulations can be used as a practical way to deliver knowledge of communicating and responding to customers, so learners appreciate the importance of their own positive behaviour and attitudes to enable them to describe examples of each.

Learners need to know and understand the importance and benefits of delivering excellent customer service within the cleaning and support services industry. Dealing with varied customer situations appropriately and adapting communication with different audiences is essential within this unit.

Attention should be given to knowledge gained through each section so all learners will understand why they deliver the service they do and know how to interact with customers in any given situation. Learners should know the limits of their authority for dealing with different types of customers and customer communication, and be taught how to handle difficult customer situations. Short briefs on the procedures used in the workplace for acknowledging, responding to and recording customer communication and the dissemination and importance of up-to-date, accurate and clear information could also be used.

Where possible the delivery should demonstrate the importance of teamwork and the factors that contribute to effective teamwork in all areas of customer service. Learners should know the roles and responsibilities within their teams. Learners may benefit from sharing their own experiences of working as part of a team. Role-plays can also be used to deliver knowledge of responding to disagreements in a team and by reflecting on key personal behaviours of team members when contributing to effective teamworking.

This unit is externally assessed by the use of externally set, on-screen multiple choice tests, administered by the centre.

The qualifications are criterion-referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed all the assessment criteria in the unit.

The multiple choice tests assess all of the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

**All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.**

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)).

## Essential resources

### Indicative resource materials

#### Textbooks

Bacal R – *Perfect Phrases for Customer Service* (McGraw-Hill Professional, 2005)  
ISBN 9780071444538

Bradley S – *S/NVQ Level 2 Customer Service Candidate Handbook* (Heinemann, 2003) ISBN 9780435451691

Canwell, Pope, Rivers, Roberts, Whaites – *NVQ/SVQ and Technical Certificate Level 2 Cleaning* (Heinemann, 2009) ISBN 9780435501204

Ford L, McNair D and Perry B – *Exceptional Customer Service: Going Beyond Your Good Service to Exceed the Customer's Expectation* (Adams Media Corporation, 2000) ISBN 9781580624589

McManus S – *Customer Service Pocketbook* (Management Pocketbooks, 2002)  
ISBN 9781903776001

#### Journals

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

Customer First

Customer Service Manager

The Voice – British Cleaning Council

#### Websites

<a href="http://www.assetskills.org">www.assetskills.org</a>	Sector Skills Council for facilities management, housing, property, planning, cleaning and parking
<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.businessballs.com">www.businessballs.com</a>	Learning and Development Resource
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.instituteofcustomerservice.com">www.instituteofcustomerservice.com</a>	Independent, professional membership body for customer service.

**Guided learning hours: 22**

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning and maintenance of external surfaces and areas	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area and items to be cleaned 1.4 describe how to prepare work areas 1.5 state why permits and checks may be required for external cleaning 1.6 explain the process for reporting damaged or deteriorating surfaces 1.7 describe the correct cleaning method, equipment and materials to use for different soil types, surfaces and environmental conditions 1.8 select cleaning methods, equipment and materials to use 1.9 explain the importance of following manufacturers' recommendations and instructions 1.10 list personal protective equipment for cleaning of external surfaces and areas 1.11 describe the effect environmental conditions can have on the cleaning and maintenance of external surfaces and areas

Learning outcomes	Assessment criteria
<p>2 Be able to carry out cleaning and maintenance of external surfaces and areas</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use correct methods to clean and maintain external surfaces and areas</p> <p>2.3 describe correct methods for cleaning and maintenance of external surfaces and areas</p> <p>2.4 explain the importance of cleaning to prescribed standards</p> <p>2.5 explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.6 explain the importance of completing work in a timely manner</p> <p>2.7 explain the importance of minimising the inconvenience to colleagues, customers and the general public</p> <p>2.8 describe procedures that can be taken to minimise inconvenience</p> <p>2.9 describe procedures for dealing with lost property and unattended items</p>
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check external cleaning and take any necessary actions</p> <p>3.3 describe the procedures for reporting damage to equipment, surfaces and premises</p> <p>3.4 explain why equipment and material should be returned in good order to a secure storage area</p> <p>3.5 describe how to dispose of waste correctly</p> <p>3.6 dispose of waste correctly</p> <p>3.7 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 **Be able to prepare for cleaning and maintenance of external surfaces and areas**

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; adhere to organisational procedures; keep to relevant regulations and legislation

*Area and items:* outdoor areas eg building frontages, entrance, exit areas, storage areas; public areas eg walkways, car parks; Items: types eg floors, walls, doors, windows, security shutters, signs, drains, guttering

*Prepare work areas:* follow organisational procedures; comply with relevant regulations and legislation; health and safety; equipment; materials; risk assessment eg protect surrounding surfaces, procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Permits and checks:* reasons eg ensure health and safety (self, colleagues, customers, public, environment), comply with regulations and legislation, to avoid liability

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete documentation

*Cleaning methods, equipment and materials:* methods eg dust control, damp cleaning, sweeping, scraping, wall washing, abrasive cleaning, pressure washing, steam cleaning, specialist graffiti removal, application of specialist surface treatments; equipment: types eg PPE, use of appropriate signage, cloths, mops, buckets, brushes, dust pans, scraper, squeegees, wheel barrow, cart, forks, hoes, shovels, jet or pressure washer, steam cleaner, ladder; materials: types eg detergent, solvents, hard surface cleaner, degreasant, abrasive powder, glass cleaner; specialist surface treatments; graffiti remover

*Surfaces and soil types:* surface types eg brick work, paintwork, wood, glazed surfaces, concrete, UVPC; soil types eg dirt, grime, bird droppings, spillages, mildew, moss, rust, chewing gum, graffiti, road film, plant matter

*Environmental conditions:* types eg wind, rain, humidity, extreme temperatures

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability



*Personal Protective Equipment:* types eg uniform, high-visibility jackets, wet weather clothing, gloves, goggles, facemask, footwear

*Environmental conditions affecting cleaning and maintenance:* health and safety (slippery surfaces, working with ladders in the wind, effects on human body), limit effectiveness of equipment; disrupts work schedules eg cannot use water in icy conditions

## 2 **Be able to carry out cleaning and maintenance of external surfaces and areas**

*Importance of following cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; keep to relevant regulations and legislation

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limit inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures for minimising inconvenience:* coordinate with workplace; planning; timing; use of appropriate signage

*Lost property procedures:* follow organisational guidelines and regulations

## 3 **Be able to check cleaning and resources dispose of waste and return equipment and items**

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete necessary documentation

*Return and safe storage:* stored safely; securely; available for next user; prevents misuse; prolongs the life of the equipment

*Waste disposal:* health and safety; follow organisational procedures; comply with relevant legislation; manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; documentation where appropriate

*Procedure for ordering and replacing resources:* follow organisational procedures; documentation

## Essential guidance for tutors

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### Delivery

This unit introduces the learner to the cleaning and maintenance of external surfaces and areas.

Learners should be given as many opportunities as possible to work with the large variety of surfaces, types and locations. It is important that the learner appreciates the importance of ensuring that the cleaning method, chemicals and equipment being used are suitable for the surface, the amount of soiling and the area to be cleaned. Learners should gain experience of choosing the correct equipment and methods for the various jobs. Learners should be involved in the work scheduling and the preparation for the maintenance and minor repairs of property.

Learners need to be made aware of the Health and Safety implications of using chemicals. Learners should be given the opportunity to work alongside other trained operatives where they can observe good practice and discuss the reasons for the methods being used.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learners' answers to allow internal and external verification to take place.

For learning outcome 1, the learner can be assessed through observation of the tasks involved in the cleaning and maintenance of external surfaces and areas. The assessor should be satisfied that the learner is able to explain the purpose of a work schedule, explain the importance of thorough preparation before cleaning and assess the area to be cleaned.

The learner will be observed preparing the work areas, explaining the process for reporting damaged or deteriorating surfaces, and be able to demonstrate the correct cleaning method, equipment and materials to clean a variety of soil types and surfaces. The learner will wear the personal protective equipment required and be able to explain the effects of different environmental conditions on the cleaning of external surfaces and areas.

With learning outcome 2, an observation will allow the learner to explain the importance of cleaning procedures; demonstrate the correct methods, and the importance of cleaning to prescribed standards. The learner will also demonstrate knowledge of the consequences of using incorrect solutions, equipment and cleaning methods.

The learner should complete the work in a timely manner thereby minimising the inconvenience to customers, colleagues and the general public and be able to explain the procedures that can be taken to minimise inconvenience. The learner should be able to explain the action to take if lost property or an unattended item is found.

For learning outcome 3 an observation should be used to allow the learners to demonstrate their ability to check external surfaces or areas after cleaning or maintenance and explain what action to take when required. The learner will also show an understanding of the procedures for reporting damage to equipment, surfaces and premises.

The learner will return equipment and materials in good order to a secure storage area, dispose of waste correctly and be able to describe the procedures for ordering and replacing resources.

The use of learner questioning may also be used to cover any assessment criteria not met by observation.

### **Essential resources**

The learner must be able to use a variety of different types of equipment when cleaning and maintaining external surfaces. They must have access to organisation policies and procedures and wear appropriate PPE.

Learners should have access to and support from external cleaning organisations.

Sufficient time needs to be allocated for learner observations, allowing planning and feedback to take place.

### **Indicative resource materials**

#### **Textbooks**

Gill Hallsworth – *A Cleaner's Handbook* – (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780952030201

Dr Eric M Brown – *Fundamentals of Carpet Maintenance* (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780950844695

J K P Edwards – *Floors and Their Maintenance* – (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780947567309

John Kenneth Parkes Edwards – *Basic Principles of floor maintenance* – (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN-13: 978-0947567651

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

#### **Journals**

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

The Voice – British Cleaning Council

**Websites**

<a href="http://www.assetskills.org">www.assetskills.org</a>	Sector Skills Council for facilities management, housing, property, planning, cleaning and parking
<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	Public Body responsible to the Secretary of State for Environment
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive

## Unit 5: Cleaning of Confined Spaces

**Unit reference number:** T/502/2273

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

This unit is about maintaining levels of cleanliness in confined spaces. When working in confined spaces learners must be vigilant about possible hazards and risks that may arise during the work activity, taking precautions to prevent access by the public and other unauthorised personnel. Learners will also learn about the importance of wearing the appropriate personal protective equipment and maintain regular contact with colleagues when working alone.

### Unit introduction

Cleaning confined spaces poses a high risk of injury from hazardous substances or dangerous conditions such as oxygen depletion, poisonous gas or fumes. Learners therefore need to know the potential dangers when preparing, cleaning and disposing of any waste when working in such spaces and why those dangers are present.

Learners will need to know the different types of confined space and the different atmospheric conditions that may exist and how they may affect their working.

It is paramount that learners know the safety procedures for confined spaces, including what to do in the event of an emergency. They must also know the relevant procedures, regulations and legislations so their (and others) health and safety is maintained. This will include being able to select the appropriate PPE, use the correct use of appropriate signage and correct cleaning methods.

Learners will need to be able to assess the area before cleaning and ensure they use the correct cleaning methods. They need to understand the importance of completing work on time whilst minimising inconvenience to others. Once the cleaning work has been completed-learners need to understand the importance of and be able to check the area to ensure it is left safe, the work has been completed and all waste has been disposed of correctly. They also need to know what actions to take if any damage or risk is identified.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning confined spaces	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 explain the importance of having procedures for entering and leaving confined spaces 1.4 assess the area and items to be cleaned 1.5 describe how to prepare work areas 1.6 describe different types of confined space 1.7 state the safety procedures for working in a confined space 1.8 describe how atmospheric conditions can affect working in confined spaces 1.9 describe the correct cleaning method, equipment and materials to use for different soil types and surfaces 1.10 select correct cleaning method, equipment and materials to use 1.11 explain the importance of manufacturers' recommendations and instructions 1.12 list personal protective equipment for cleaning confined spaces

Learning outcomes	Assessment criteria
2 Be able to carry out cleaning in a confined space	2.1 explain the importance of cleaning procedures 2.2 use correct cleaning methods for confined spaces 2.3 describe correct cleaning methods for confined spaces 2.4 outline the procedures in the event of an emergency 2.5 explain the consequences of using incorrect solutions, equipment and cleaning methods 2.6 explain the importance of completing work in a timely manner 2.7 explain the importance of minimising inconvenience to colleagues, customers and members of the public 2.8 describe procedures that can be taken to minimise inconvenience
3 Be able to check cleaning, resources, dispose of waste and return equipment and items	3.1 explain the importance of checking area and items after cleaning 3.2 check cleaning and take any necessary actions 3.3 describe the procedures for reporting damage to equipment and surfaces 3.4 describe the importance of ensuring the work area is safe after cleaning 3.5 explain why equipment and materials should be returned in good order to a secure storage area 3.6 return equipment in good order to storage areas 3.7 describe how to dispose of waste correctly 3.8 dispose of waste correctly 3.9 list documents that must be completed after cleaning 3.10 describe procedures for ordering and replacing resources

## Unit content

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### 1 Be able to prepare for cleaning confined spaces

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; adhere to organisational procedures; keep to relevant regulations and legislation; lone working

*Importance of procedures for entering and leaving confined spaces:* follow organisational procedures; comply with regulation and relevant legislation; health and safety; risk assessment; unauthorised entry; emergency procedures; record and monitor worker location;

*Area and items:* area: types eg spaces that are confined, unventilated, poorly ventilated, have restricted access and may require a permit, eg storage tanks, containers, silos, enclosed drains, sewers, vats, duct work; items: types eg walls, ceilings, floors; fixtures; fittings; equipment; machinery

*Prepare work areas:* follow organisational procedures; compliance with relevant regulations and legislation; health and safety; permits and authorisations if appropriate; equipment; materials; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces; isolation of equipment;

*Confined space:* types eg storage tanks, containers, silos, enclosed drains, sewers, vats, duct work, open topped chambers, unventilated or poorly ventilated rooms

*Safety procedures for working in a confined space:* follow organisational procedures, comply with regulations and relevant legislation; systems of safe work; risk assessment eg size of entry and exit, testing air quality, ventilation, hazards; isolation of equipment; arrangements for emergency rescue; communication eg 2 way radio, mobile phone; permits or authorizations for entering a confined space; PPE; use of appropriate signage; cordon off area; specialist equipment eg non-sparking tools

*Atmospheric conditions affecting working in confined spaces:* risks eg build up of poisonous gases or fumes, oxygen deficiency; flammable gases; special permits required, specialised PPE required; impact on work schedules ; could affect cleaning time



*Cleaning methods, equipment and materials:* methods; eg damp wiping, mopping, scrapping, sweeping, hand brushing, wet and dry suction clean, steam cleaning, high pressure washing, chemical cleaning, compressed air agitate cleaning; equipment: types eg PPE, use of appropriate signage, cloths, buckets, mops, scrappers, hand brushes, long pole, step ladders, hand or floor vacuum cleaner and accessories, air lance, wet suction machine, steam cleaner, jet or pressure washer; materials: types eg detergent, disinfectant, sterilizer, solvents, degreaser, hard surface cleaner, glass cleaner

*Surfaces and soil types:* surface: types eg walls, floors, ceilings, stainless steel, glazed; laminated; soil: types eg dust and dirt, liquid stains, rust, grains, grease and oil, sludge, pest debris

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal protective equipment:* types eg protective gloves, footwear, uniform, high-visibility vest, overalls, goggles, ear protection, hard hat, disposable suit, two way radio, phone; specialist PPE; types eg harnesses, breathing apparatus, lifelines

## 2 Be able to carry out cleaning in a confined space

*Importance of cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; keep to relevant regulations and legislation

*Procedures in case of emergencies:* organisational procedures; eg raise alarm; report to relevant person; provide permit information if required; call emergency services if required; documentation

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; health and safety issues; loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures for minimising inconvenience:* planning; adhere to work schedule; use of appropriate signage

**3 Be able to check cleaning, resources, dispose of waste and return equipment and items**

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Procedures for reporting damage:* organisational procedures; regulations and legislation; documentation

*Return and safe storage:* stored safely and securely; availability for next user; prevents misuse; prolong life of equipment; others know where to access the cleaning items

*Waste disposal:* health and safety; organisational procedures; relevant legislation; manufacturers instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; documentation

*Documents that must be completed after cleaning:* types eg organisational, regulatory or legislative, audit/check sheet, supply/resource requests, security logs, waste records, incident reports, time sheets

*Procedure for ordering and replacing resources:* follow organisational procedures; documentation

## Essential guidance for tutors

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### Delivery

Learners should be given a practical awareness of the techniques used to clean in confined spaces in a professional and safe manner.

Learners should be given as many opportunities as possible to work alongside trained staff in a variety of confined areas. Learners should gain experience of choosing the correct equipment and methods for the various jobs. Learners will be involved in the work scheduling and the preparation for the maintenance and minor repairs of property. Learners should be made aware of the dangers of working in confined spaces and the precautions needed for safe working.

Visits to other cleaning agencies operating in alternative confined spaces would be valuable to the learner.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

Learning outcome 1 should be covered through practical tasks that involve cleaning in confined spaces. By identifying appropriate tasks the assessor can ensure that the learner will be able to explain the purpose of a work schedule, explain the importance of thorough preparation before cleaning and assess the area to be cleaned, taking into consideration the safety issues surrounding cleaning in confined spaces.

The learner could prepare the work area and then a discussion of how atmospheric conditions can directly affect working in confined spaces could take place. The learner should use the correct cleaning method, equipment and materials for different soil types and surfaces and be able to explain the importance of following manufacturers' recommendations and instructions. Finally the learner will wear the appropriate personal protective equipment for cleaning the confined space.

Learning outcome 2 can be covered through practical tasks that require the learner to demonstrate they can use correct cleaning methods to clean in a confined space, including the importance of having procedures in the event of an emergency, the consequences of not using the correct method, solutions, or equipment. This can be supported with discussions in which the learner explains the importance of correct cleaning procedures in confined spaces. Learners should be able to explain the importance of cleaning to prescribed standards and an explanation of the consequences of using incorrect solutions, equipment and cleaning methods. Finally the learner should complete the tasks in a timely manner causing as little inconvenience to colleagues, customers and the general public as possible.

The evidence can be presented in the form of an observation record and a discussion record in which the assessor notes the points made in the narrative by the learner. The assessor can prompt the learner by asking questions, but a record of questions and answers must be kept.

Learning outcome 3 can be covered through practical tasks linked to LO1 and LO2. The learner should be able to demonstrate that they have checked the cleaning area; the resources used, disposed of waste appropriately and returned the equipment in good order to the appropriate storage areas. The learner will complete the documentation required after cleaning and describe the procedures for ordering and replacing resources.

It is possible to assess work orally with the learner explaining and describing things to the assessor in discussion or in groupwork. If oral assessments are used then the work must be directly attributable to the learner. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria.

### **Essential resources**

The learner must be able to use the different types of equipment appropriate to cleaning in confined spaces. They must also have access to organisation policies and procedures and wear appropriate PPE.

Sufficient time needs to be allocated for learner observations, allowing planning and feedback to take place.

### **Indicative resource materials**

#### **Textbooks**

*Safe work in confined spaces*. Confined Spaces Regulations 1997. Approved Code of Practice, Regulations and guidance L101 (HSE Books 1997) ISBN 9780717614059

*Safe work in confined spaces (Health and Safety Executive)* ISBN 9780717614424

#### **Journals**

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

The Voice – British Cleaning Council

#### **Websites**

<http://www.hse.gov.uk/confinedspace/index.htm>

<http://www.legislation.gov.uk/ukxi/1997/1713/> Confined Spaces Regulations  
contents/made

## Unit 6: Cleaning of Food Areas

**Unit reference number:** L/502/2277

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

### Unit aim

This unit is about conducting routine cleaning in food areas including kitchens, food service areas, and food manufacturing premises, food production and food retailing. These areas pose a high risk to public health if not cleaned properly. Learners must be able to maintain high standards of personal hygiene throughout the cleaning process. The unit also covers the cleaning of in-situ equipment and it is therefore important that correct precautions are taken with regard to personal protective equipment and the handling and safe isolation of food production equipment.

### Unit introduction

Cleaning in a food environment is of extreme importance to any organisation. It is imperative that cleaning in these areas is carried out in a methodical way following the company cleaning schedule and colour coding systems, which mirrors Government legislation and follows the principles of the Hazard Analysis Critical Control Points (HACCP). Cleaning to high standards promotes a pleasant, safe, attractive working environment for employees. A high standard of cleaning gives the customer confidence when purchasing the product, and ensures the prevention of cross-contamination, bacterial growth or foreign objects.

Learners will need to be aware of bacterial growth, how to reduce bacteria to a safe level by carrying out cleaning appropriately using the correct methods and techniques. They will need to know how to protect the health and safety of themselves, colleagues, the public and the environment through the appropriate selection and use of personal protective equipment (PPE), hygiene, and use of appropriate signage.

As part of the cleaning process in the food environment, learners will need to know how to disassemble and reassemble a variety of machinery. They will also need to know how to dispose of waste safely, the importance of checking areas after cleaning, checking the equipment and materials are in good order and stored appropriately and what action to take if any damage or risk is identified. Finally they will order supplies following company policies.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning of food areas	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 explain the importance of having procedures for entering and leaving food areas 1.4 assess the area and items to be cleaned 1.5 describe how to prepare work areas 1.6 explain the process for reporting damaged equipment and surfaces 1.7 explain the importance of maintaining personal hygiene 1.8 state correct procedures for dealing with food items prior to cleaning 1.9 describe types of pest infestation common in food production areas 1.10 describe recommended procedures for dealing with pest infestations 1.11 explain the importance of isolating powered equipment 1.12 state why it is important to ventilate cleaning areas 1.13 describe the correct cleaning method, equipment and materials to use for different soil types, surfaces and equipment 1.14 select correct cleaning method, equipment and materials to use 1.15 explain the importance of following manufacturers' recommendations and instructions 1.16 list personal protective equipment for cleaning food areas

Learning outcomes	Assessment criteria
<p>2 Be able to carry out cleaning of food areas</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use correct cleaning methods to clean food areas</p> <p>2.3 describe correct cleaning methods for food areas</p> <p>2.4 explain the importance of cleaning to prescribed standards</p> <p>2.5 explain the possible consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.6 state why it is important to leave the food area free of deposits, residue and foreign objects</p> <p>2.7 state why surfaces and vents should be left dry on completion of cleaning</p> <p>2.8 explain the importance of completing work in a timely manner</p> <p>2.9 explain the importance of minimising the inconvenience to colleagues, customers and the general public</p> <p>2.10 describe procedures that can be taken to minimise inconvenience</p>

Learning outcomes	Assessment criteria
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check the cleaning and take any necessary actions</p> <p>3.3 describe the procedures for reporting damage to equipment surfaces and premises</p> <p>3.4 explain the importance of returning all items after cleaning to their original position</p> <p>3.5 return items to the original position</p> <p>3.6 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>3.7 return equipment in good order to storage areas</p> <p>3.8 describe how to dispose of waste correctly</p> <p>3.9 dispose of waste correctly</p> <p>3.10 describe the procedures for ordering and replacing resources</p>



## Unit content

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### 1 Be able to prepare for cleaning of food areas

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; adhere to organisational procedures; keep to relevant regulations and legislation

*Importance of having procedures for entering and leaving food areas:* avoid cross-contamination; maintain health and safety; organisational procedures; keep to relevant regulations and legislation

*Area and items:* where food is prepared, served and stored eg kitchens, food service areas, food manufacturing premises, food production, food retailing areas food storage areas, clearing and washing up areas; items; types eg storage, sinks and drainers, drainage, grease traps, doors, skirting, windows, furnishings, cupboards, light fittings, ventilation canopies

*Prepare work areas:* organisational procedures; comply with relevant regulations and legislation; health and safety; equipment; materials; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces; remove loose dust, debris and waste

*Procedures for reporting damage:* organisational procedures; regulations and legislation; documentation

*Importance of maintaining personal hygiene:* organisational procedures; comply with relevant regulations and legislation; contamination; reputation (employee, employer); reporting health conditions

*Procedures for dealing with food items prior to cleaning:* organisational procedures; comply with relevant regulation and legislation eg handling, hygiene, temperature control

*Pest infestations:* types insects eg flies, ants, cockroaches; birds; types animals eg rodents, cats, dogs, squirrels

*Procedures for dealing with pest infestation:* follow organisational procedures; comply with regulations and relevant legislation

*Importance of isolating powered equipment:* maintain health and safety; to avoid (injury, accidents or near misses); to avoid liability; organisational procedures; regulations and legislation

*Importance of ventilating cleaning area:* health and safety; risk assessment; avoid build up of fumes, vapours, moisture and dust; to avoid liability; aid the drying process

*Cleaning methods, equipment and materials:* methods eg sweeping, damp wiping, mopping, scrubbing, scraping, wall washing, dry or wet suction cleaning, pressure washing, steam cleaning, thermal, ultrasonic, Clean In Place (CIP) systems; equipment ;types eg use of appropriate signage, PPE, brushes, dustpans, mops, buckets, colour coded cloths, abrasive and non-abrasive pads, scrapers, vacuum cleaner and accessories, rotary machine, wet pick up, step ladder; materials: types eg detergent, disinfectant, bactericide, degreasant, lime scale remover, hard surface cleaner, biodegradable chemicals, sequestrant, solvents

*Surfaces and soil types:* surfaces: types eg walls, floors, tiled, stainless steel, ceramic, granite, concrete, polymer; soil: types eg waste food, ground in dirt, dust, food residues, fat, grease, oil, carbon, lime scale, milk stone, pest debris;

*Equipment to be cleaned:* types broad range of equipment used in food areas eg such as slicers, mincers, ice-cream makers, production line equipment, hoppers, storage containers.

*Importance of following manufacturers' recommendations and instructions:* organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal protective equipment:* types eg uniform, over-clothing, apron, gloves (disposable, protective); head covering including facial hair, hair nets, hats, face mask, footwear, colour coded equipment

## 2 Be able to carry out cleaning of food areas

*Importance of following cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; keep to relevant regulations and legislation

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; loss of manufacturers' warranty

*Importance of leaving food areas free of deposits, residue and foreign objects:* organisational procedures; comply with relevant regulations and legislation; contamination; deter pests; hygiene; health and safety; business reputation

*Surfaces and vents should be left dry:* reasons; eg bacteria growth and spread, vent efficiency and effectiveness, maintain airflow; health and safety (slips, trips, falls)

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; fulfil service level agreement; maintain costs; business reputation (employee, employer)

*Procedures for minimising inconvenience:* coordinate with workplace; planning; timing; use of appropriate signage

### 3 **Be able to check cleaning and resources, dispose of waste and return equipment and items**

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Return and safe storage:* stored safely and securely; availability for next user; prevents misuse; prolong life of equipment; others know where to access the cleaning items; health and safety eg hazards, injury

*Waste disposal:* organisational procedures; relevant legislation; manufacturers instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; documentation where appropriate

*Procedure for ordering and replacing resources:* organisational procedures; documentation

## Essential guidance for tutors

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### Delivery

This unit must be delivered so that it gives the learner the skill, knowledge and understanding of how to clean food areas. The learner is introduced to the importance of cleaning in food areas and the consequences to health and safety of poor cleaning.

Learners should be given the opportunity to shadow experienced staff as well as to visit other food areas which are being cleaned; this will give the learner a broader knowledge and understanding of the cleaner process.

Handouts can be used as additional support on work schedules, reporting procedures, PPE, machinery, chemicals and legislation.

DVD on different equipment, chemicals, and methods can be used as additional support material along with specific handouts.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

Learning outcome 1 can be assessed through observing the preparation required prior to cleaning a food area. The assessor can ensure that the learner will be able to explain the purpose of a work schedule. The learner will demonstrate the importance of thorough preparation before cleaning, the importance of having procedures for entering and leaving food areas that include maintaining personal hygiene. The learner will wear appropriate personal protective equipment.

The learner will assess the area and items to be cleaned, preparing the work area, stating the correct procedure for dealing with food items prior to cleaning and the process for reporting damaged equipment and surfaces. The learner will need to describe different types of pest infestation common in food areas and the recommended procedures for dealing with pest infestation, and explain the importance of ventilation and isolation essential to safety in the food area. The learner will select the correct cleaning methods, equipment and materials used for different soil types and surfaces, and explain the importance of following manufactures' recommendations and instruction.

Learning outcome 2 should also be assessed by observing the learner cleaning the food area. The learner will select the appropriate equipment and materials for the area to be cleaned. The learner should be able to clean to the prescribed standard in a timely manner, and not inconveniencing colleagues, customers or the general public. The correct use of appropriate signage should be displayed.

For learning outcome 3, the learner can be observed checking the area and items after cleaning, carrying out the correct procedure for reporting damage to surfaces, equipment and premises. The learner should dispose of waste using the correct colour-coded equipment, labels and containers. The procedures for stock control and ordering supplies should be demonstrated

Questions can be asked while the observations are being carried out, to clarify any aspects not observed. This should be recorded by the assessor and kept by the learner. The learner will have an opportunity to return equipment in good order to the storage area, explaining to the assessor through question and answers as the task is carried out.

The learner will complete a stock and order sheet recording what supplies are required. They will describe their company's procedure for ordering and replacing resources.

This evidence can be presented in the form of an observation record and discussion record/audio recording, where the assessor records the activities of the learner. The assessor can prompt the learner by asking questions but a record of the questions and answers must be kept

### **Essential resources**

Learners should be given access to a variety of cleaning equipment and food areas to be cleaned. Sufficient time needs to be allocated for learner observations, allowing planning and feedback to take place.

### **Indicative resource materials**

#### **Textbooks**

Dianne Canwell, David Pope, Trica Rivers, Caroline Roberts, Ruth Whaites – *Cleaning, First Edition* (Heinemann, 2009) ISBN 978 0435501 20 4

#### **Journals**

Cleaning Matters

Cleaning Hygiene Today – MPP Ltd Magazines

The Voice – British Cleaning Council

#### **Websites**

[www.food.gov.uk](http://www.food.gov.uk)

Food Standards Agency



**Guided learning hours: 22**

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning of glazed surfaces and facades	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area to be cleaned 1.4 describe how to prepare work areas 1.5 explain the process for reporting damaged or deteriorating surfaces 1.6 describe the correct cleaning method, equipment and materials to use for different soil types and surfaces 1.7 select correct cleaning method, equipment and materials to use 1.8 explain the importance of following manufacturers' recommendations and instructions 1.9 list personal protective equipment for cleaning of glazed surfaces and facades 1.10 describe recommended procedures in case of emergencies



Learning outcomes	Assessment criteria
<p>2 Be able to carry out cleaning of glazed surfaces and facades</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 explain how pre-treating of surfaces can help cleaning</p> <p>2.3 use correct cleaning methods to clean glazed surfaces and facades</p> <p>2.4 describe correct cleaning procedures for glazed surfaces and facades</p> <p>2.5 apply surface treatments</p> <p>2.6 describe the advantages of applying surface treatments</p> <p>2.7 explain the importance of cleaning to prescribed standards</p> <p>2.8 explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.9 explain the importance of completing work in a timely manner</p> <p>2.10 explain the importance of minimising inconvenience to colleagues, customers and the general public</p>
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area after cleaning</p> <p>3.2 check cleaning and take any necessary actions</p> <p>3.3 explain why equipment and materials should be returned in good order to secure storage areas</p> <p>3.4 return equipment in good order to storage areas</p> <p>3.5 describe how to dispose of waste correctly</p> <p>3.6 dispose of waste correctly</p> <p>3.7 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for cleaning of glazed surfaces and facades

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Area:* areas containing glazed surfaces and facades

*Prepare work areas:* follow organisational procedures; comply with relevant regulations and legislation; health and safety; carry out risk assessment eg adequate ventilation; use of appropriate signage; protect surrounding surfaces; procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Cleaning methods, equipment and materials methods:* eg damp wiping, scrubbing, scraping, abrasive cleaning, pressure washing, steam cleaning, stain removal; equipment: types eg use of appropriate signage, PPE, brushes, strip washer, scrapers, buckets, hoses, leathers, scrim cloths, microfibre cloths, squeegees, pressure washer, steam cleaner, ladders, water poles; materials: types eg detergents, solvents, glass cleaner, degreasers, non-abrasive solutions, lubricants; hard water stain removers, uPVC cleaners

*Surfaces and soil types:* surfaces: types, eg glass, ceramic, plastic, polycarbonate; marble, cladding, chrome, metal; door furniture; awnings; soil: types eg dust, ground in dirt, lint, fibres, road film, tree sap, bird droppings, insect excreta, lime scale, mildew

*Manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal protective equipment:* types eg uniform; high-visibility jackets, wet weather clothing, footwear, gloves, helmet, mask, eye wear (visor, goggles), harnesses, harness ropes

*Procedures in case of emergencies:* raise alarm with appropriate person as soon as possible; safety of self; colleagues and others; locate qualified first-aider if appropriate

**2 Be able to carry out cleaning of glazed surfaces and facades**

*Importance of following cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with regulations and legislation

*Pre-treating of surfaces can help cleaning:* reasons; eg loosens soil and contaminants, removes soil and contaminants, better cleaning results, saves time, efficiency and effectiveness of cleaning

*Cleaning procedures for glazed surfaces and facades:* follow organisational procedures; comply with relevant regulations and legislation; follow manufacturers' instructions; adhere to work schedule,

*Advantages of applying surface treatments:* more effective cleaning; saves time; less abrasive treatments need to be used; protective

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Consequences incorrect solutions, equipment and cleaning methods:* consequences eg damage to surfaces and areas, inefficient cleaning, poor cleaning results, increased cleaning time, damage to equipment, liability for damage, business reputation, loss of business; potential harm to self and environment

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement, maintain costs; business reputation (employee, employer)

**3 Be able to check cleaning and resources, dispose of waste and return equipment and items**

*Importance of checking area after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Safe storage:* types eg availability for use, health and safety eg reduce hazards, injury, near misses, security, misuse; prolong life of equipment

*Waste disposal:* health and safety; follow organisational procedures; comply with relevant legislation; manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; complete appropriate documentation

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit must be delivered so that it gives learners as many opportunities as possible to clean a variety of glazed surfaces and facades. To gain the necessary skills and understanding of the processes involved, the learner could work shadow an experienced operative.

Learners should gain experience of choosing the correct equipment and methods for the various jobs. Learners should be involved in the work scheduling and the preparation for the cleaning of glazed surfaces and facades.

It is also important that the learners appreciate the results of using the incorrect methods whilst carrying out the cleaning of glazed surfaces and facades and the possibility of causing damage and its implication in terms of cost and the reputation of the learner's employer.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learners' answers to allow internal and external verification to take place.

Learning outcomes 1 and 2 should be covered through practical tasks involving cleaning a glazed surface or facade. The assessor can ensure that the learner will be able to explain the purpose of a work schedule, and of thorough preparation before cleaning, and assess the area to be cleaned. In addition the assessor will observe the learner preparing the work areas, as well as explaining the process for reporting damaged or deteriorating surfaces.

The learner will use the correct cleaning method, equipment and materials on different soil types and surfaces, following manufacturers' recommendations and instructions. The learner will apply surface treatments when appropriate and explain the advantages of such application to the assessor as well as the consequences of using incorrect solutions. The learner will complete the tasks in a timely manner, showing consideration to colleagues and the general public.

Finally the learner will wear the appropriate personal protective equipment for cleaning the identified glazed surfaces and facades.

Learning outcome 3 can be covered through practical tasks linked to LO1 and LO2. The learner will check the area after cleaning, as well as checking the cleaning and taking any necessary action. In addition it will be necessary to demonstrate and explain how and why equipment and materials should be returned in good order to secure storage, to describe how and why waste is disposed of correctly and to describe the procedures for ordering and replacing resources.

## Essential resources

The learner must have access to as many different types of equipment and surfaces as possible. They must also have access to organisation policies and procedures and wear appropriate PPE. Learners should have access to and support from external cleaning organisations.

## Indicative resource materials

### Textbooks

Stationery Office, *Building Regulations, 2000: Glazing — Safety in Relation to Impact, Opening and Cleaning (Building Regulations)* (Stationery Office 1997)  
ISBN 978 0117533899

### Journals

Federation for Window Cleaners — Window Talk

### Websites

<a href="http://www.f-w-c.co.uk/federation_news.htm">www.f-w-c.co.uk/federation_news.htm</a>	Federation of Window Cleaners
<a href="http://www.glasswebsite.com/techcenter/default.asp">www.glasswebsite.com/techcenter/default.asp</a>	Advice on cleaning glass
<a href="http://www.hse.gov.uk/pubns/misc613.pdf">www.hse.gov.uk/pubns/misc613.pdf</a>	Ladder use
<a href="http://www.hse.gov.uk/cleaning/index.htm">www.hse.gov.uk/cleaning/index.htm</a>	Health and safety in the cleaning industry
<a href="http://www.hse.gov.uk/falls/window.htm">www.hse.gov.uk/falls/window.htm</a>	Safety in window cleaning
<a href="http://www.hse.gov.uk/workers/hswrole.htm">www.hse.gov.uk/workers/hswrole.htm</a>	Summary of health and safety at work legislation and regulations



**Guided learning hours: 32**

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning of high risk areas	1.1 describe different types of high risk area 1.2 explain the purpose of a work schedule 1.3 explain the importance of having procedures for entering and leaving high risk areas 1.4 explain the importance of thorough preparation before cleaning 1.5 assess the area before cleaning 1.6 describe how to prepare work areas 1.7 explain the process for reporting damaged or deteriorating surfaces 1.8 describe the correct cleaning method, equipment and materials to use for different soil types and surfaces 1.9 select correct cleaning method, equipment and materials to use 1.10 outline the safe use of cleaning agents and chemicals in a high risk area 1.11 explain the importance of following manufacturers' recommendations and instructions 1.12 list personal protective equipment for cleaning high risk areas 1.13 explain the importance of locating facilities for conducting cleaning



Learning outcomes	Assessment criteria
2 Be able to carry out cleaning in high risk areas	2.1 explain the importance of cleaning procedures 2.2 state signage required for high risk areas 2.3 use correct cleaning methods for high risk areas 2.4 describe correct cleaning methods for high risk areas 2.5 explain the importance of minimising inconvenience to colleagues, customers and general public 2.6 describe procedures that can be taken to minimise inconvenience
3 Be able to prevent the spread of infection	3.1 explain the importance of hand hygiene in a high risk area 3.2 describe the procedures for reporting conditions that may cause infection in high risk areas 3.3 explain why damaged items of furniture or equipment may pose a risk 3.4 describe procedures for reporting unidentifiable soiling
4 Be able to check cleaning and resources, dispose of waste and return equipment and items	4.1 explain the importance of checking area and items after cleaning 4.2 check cleaning and take any necessary actions 4.3 describe the procedures for reporting damage to equipment and premises 4.4 explain why equipment and materials should be returned in good order to a secure storage area 4.5 return equipment in good order to storage areas 4.6 describe how to dispose of waste correctly 4.7 dispose of waste correctly 4.8 describe the procedures for ordering and replacing resources

## Unit content

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### 1 Be able to prepare for cleaning of high risk areas

*High risk areas:* area of high risk of infection or contamination eg accident and emergency departments, wards, operating theatres, intensive care, isolation rooms, toilets, food areas

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of procedures for entering and leaving high risk areas:* to avoid (contamination, cross-contamination, infection) maintain health and safety, avoid security risks; comply with organisational procedures

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; adhere to organisational procedures; comply with regulations and legislation

*Prepare work areas:* follow organisational procedures; comply with relevant regulations and legislation; health and safety; risk assessment eg adequate ventilation, use of appropriate signage; protect surrounding surfaces; remove loose dust, debris and waste

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Cleaning methods, equipment and materials:* methods: types eg dust control, damp wiping, mopping, microfibre cleaning, scrubbing, suction cleaning, spray clean/burnish, deep-cleaning, disinfection, clean in place (CIP) systems, wall washing, spot cleaning; equipment: types eg PPE, use of appropriate signage, step ladder, colour-coded equipment, buckets, cloths, disposable cloths or wipes, microfibre cloths, mops, brushes, chemicals buffing machine, dust pan and brush, scrubbing machine, rotary floor machine and brushes/pads, steam cleaner; materials: types eg: detergents, degreasers, disinfectants, sanitizers, toilet cleaner, hard surface cleaner, glass cleaners, limescale remover, stain removers

*Surfaces and soil types:* surfaces: types eg walls (high and low), floors, fixtures and fittings, furniture and furnishings, glazed, tiled, stainless steel; soil: types eg bodily fluids, human waste, limescale, water marks, soap scum, stains, ground in dirt

*Safe use of cleaning agents and chemicals in a high risk area:* health and safety, manufacturers' instructions, PPE, ventilation, use of appropriate signage, isolate area

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal protective equipment:* types eg uniform, disposable gloves, disposable plastic aprons, face masks, goggles, hair net, hat, over shoes, disposable suit with hood, colour coded wear if appropriate

*Importance of locating facilities for conducting cleaning:* effective and efficient cleaning; safe working practices; comply with legislation

## 2 **Be able to carry out cleaning in high risk areas**

*Importance of cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with regulations and legislation

*Use of signage required for high risk areas:* health and safety eg slippery surface, caution, hazardous; infection control eg hand hygiene, danger of infection

*Importance of minimising inconvenience:* ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures for minimising inconvenience:* planning, adhere to work schedule, use of appropriate signage

## 3 **Be able to prevent the spread of infection**

*Importance of hand hygiene:* to avoid infection; to avoid contamination; to avoid cross-contamination; maintain health and safety of self and others

*Procedures for reporting conditions that may cause infection in high risk area:* report the risk to appropriate person eg infection control team, supervisor; complete any records if appropriate; conditions: types eg faulty equipment; medical equipment left out; lack of hand hygiene

*Why damaged furniture and equipment may pose a risk:* risks eg cross-contamination, infection, injury to self or others, accidents to self or others

*Procedures for reporting unidentifiable soiling:* secure/cordon area off or take item out of commission; try to identify soiling; report any unidentifiable soiling to appropriate person; complete any records if appropriate

## 4 **Be able to check cleaning and resources, dispose of waste and return equipment and items**

*Importance of checking area and items after cleaning:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with regulations and legislation

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Safe storage:* availability for use; health and safety eg hazards, injury, near misses; security; misuse; prolong life of equipment; avoid contamination

*Waste disposal:* health and safety; follow organisational procedures; comply with relevant legislation, follow manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste) transporting and storage; complete appropriate documentation, correct PPE

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit must be delivered so that it gives the learner the skill, knowledge and understanding in how to clean high-risk areas.

This unit should be delivered in as practical a way as possible. Learners should be given the opportunity to work alongside and shadow experienced operatives. Visits to other high-risk areas will give the learner a greater understanding of the variety of controls, methods and equipment used.

Handouts and DVD's on aspects of infection control and handwashing may be used.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

Learning outcomes 1 and 2 can be covered through practical tasks involving cleaning in a high-risk area. The assessor can ensure that the learner will be able to explain the purpose of a work schedule — the importance of thorough preparation before cleaning and assess the area to be cleaned. In addition the assessor will observe the learner preparing the work areas, and explain the process for reporting damaged or deteriorating surfaces.

The learner will use the correct cleaning method, equipment and materials on different soil types and surfaces, following manufacturers' recommendations and instructions. The learner will complete the tasks in a timely manner, showing consideration to colleagues and the general public.

The learner will wear the appropriate personal protective equipment for cleaning in areas of high risk.

Learning outcomes 3 and 4 can be covered through practical tasks linked to LO1 and LO2. The learner will check the area after cleaning as well as checking the cleaning and taking any necessary actions. In addition it will be necessary to demonstrate and to explain how and why equipment and materials should be returned in good order to secure storage; how and why waste is disposed of correctly and the procedures for ordering and replacing resources. The learner will explain the procedures for infection control and their causes, the importance of hand hygiene, and the procedures that should be followed for reporting unidentifiable

soiling and the reporting of damaged items of furniture or equipment that may pose a risk. The learner will check the area and items after cleaning, use the correct procedure for reporting damage to equipment and premises, dispose of waste using the correct colour coded equipment, and use the organisation's procedures to carry out a stock control and ordering of supplies.

The observations may be supported with the use of work product evidence such as work schedules, method statements, cleaning specification and performance feedback records. These should however be supported by professional discussion so that learner understanding may be shown. The use of learner questioning may also be used to cover any assessment criteria not met by observation.

### **Essential resources**

The learner should have access to a wide range of equipment used to clean areas of high risk, as well as the opportunity to visit and work in a variety of high-risk cleaning areas.

Sufficient time needs to be allocated for learner observations, allowing planning and feedback to take place.

### **Indicative resource materials**

#### **Textbooks**

Diane Canwell, David Pope, Trica Rivers, Caroline Roberts, Ruth Whaites – *Cleaning Student Book, First Edition* (Published 2009) ISBN 978 0435501204

#### **Websites**

[www.cleaning-matters.co.uk](http://www.cleaning-matters.co.uk)

Online cleaning magazine

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

## Unit 9: Cleaning of Interiors and Washrooms

**Unit reference number:** K/502/2285

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

This unit requires learners to work efficiently, carry out pre and post cleaning checks including assessing the areas to be cleaned and selecting the most suitable tools and equipment for the tasks.

### Unit introduction

The cleaning and support services industry must ensure it has staff who know how to clean interiors and washrooms safely and hygienically to prescribed standards.

Learners will learn the purpose of a work schedule and understand the importance of thorough preparation before cleaning. They will be able to assess and prepare work areas and know which cleaning methods, equipment and materials to use for different soil types and surfaces. Learners will develop their knowledge of the Health and Safety at Work Act, Manual Handling Operations Regulations, the Control of Substances Hazardous to Health (COSHH) Regulations and Personal Protective Equipment (PPE) at Work Regulations.

Through practical application, learners will understand the importance of following safe working practices when preparing to clean interiors and washrooms and when using equipment, materials and chemicals during preparation and cleaning. They will also understand the importance of following manufacturers' instructions.

Learners will develop an understanding of the importance of minimising inconvenience to colleagues, customers and the general public and how this can be achieved.

They will be able to check areas and items after cleaning and return all items to their original position after cleaning. Learners will also develop an understanding of why equipment and materials should be returned in good order to a secure storage area and how to order and replace resources. Learners will demonstrate how to dispose of waste correctly and report damage to equipment, surfaces and premises.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning of interiors and washrooms	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area and items to be cleaned 1.4 describe how to prepare work areas 1.5 explain the process for reporting damaged or deteriorating surfaces 1.6 describe the correct cleaning method, equipment and materials to use for different soil types and surfaces 1.7 select correct cleaning method, equipment and materials to use for different soil types and surfaces 1.8 explain the importance of following manufacturers' recommendations and instructions 1.9 list personal protective equipment for cleaning of interiors and washrooms 1.10 explain the importance of colour coding when cleaning washrooms and kitchens



Learning outcomes	Assessment criteria
<p>2 Be able to carry out cleaning of interiors and washrooms</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use correct cleaning methods for interiors and washrooms</p> <p>2.3 explain the importance of cleaning to prescribed standards</p> <p>2.4 explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.5 explain the importance of completing work in a timely manner</p> <p>2.6 explain the importance of minimising the inconvenience to colleagues, customers and the general public</p> <p>2.7 describe procedures that can be taken to minimise inconvenience</p>
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check cleaning of interiors and washrooms and take any necessary action</p> <p>3.3 describe the procedures for reporting damage to equipment, surfaces and premises</p> <p>3.4 explain the importance of returning all items after cleaning to their original position</p> <p>3.5 return items to original positions</p> <p>3.6 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>3.7 return equipment in good order to storage areas</p> <p>3.8 describe how to dispose of waste correctly</p> <p>3.9 dispose of waste correctly</p> <p>3.10 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for cleaning of interiors and washrooms

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; follow organisational procedures; comply with current regulations and legislation

*Area and items:* interior areas: types eg washrooms, toilets, showers bathrooms, office space, living areas, kitchen areas; items: types eg toilets, urinals, cubicles, washbasins, showers, baths, taps, soap and tissue dispensers, drying machines, waste containers, walls, floors and coverings, doors, mirrors, fixtures and fittings

*Prepare work areas:* follow organisational procedures; comply with relevant regulations and legislation; health and safety; equipment; materials; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces, procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Process for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Cleaning methods, equipment and materials:* methods eg dust control, damp wiping, mopping, microfibre cleaning, scrubbing, suction cleaning, vacuuming, spot cleaning; equipment: types eg colour-coded equipment, buckets, cloths, microfibre cloths, non-abrasive pads, mops, brushes, bottle brush, trolley, vacuum cleaner and attachments; materials: types eg detergents, toilet cleaners, limescale remover, hard surface cleaner, glass cleaner

*Surfaces and soil types:* surfaces: types eg ceramics, tiles, enamels, vinyl, glass, chrome, plastic, metal, stainless steel, carpet, matting; soil: types eg liquid stains, bodily fluids, human waste, limescale, water marks, ingrained dirt and dust

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal protective equipment:* types eg uniform, gloves, apron, footwear, mask, goggle

*Importance of colour coding:* prevent contamination; to ensure consistency eg waste segregation, waste collection; storage and disposal, follow organisational procedures; comply with regulations and legislation

## 2 Be able to carry out cleaning of interiors and washrooms

*Importance of cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with regulations and legislation

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures taken to minimise inconvenience:* coordinate with workplace; planning; timing; use of appropriate signage

## 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Safe storage:* types eg availability for use, health and safety eg hazards, injury, near misses, security, misuse; prolong life of equipment

*Waste disposal:* health and safety; follow organisational procedures; comply with relevant legislation; follow manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; complete appropriate documentation

*Procedures for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit should be delivered through practical activity. Learners will become acquainted with the procedures used in cleaning interiors and washrooms. Visits to different cleaning establishments would help to create interest in the key areas of cleaning interiors and washrooms. These establishments and their staff will be helpful in supplying information required to equip the learners with both knowledge and the ability to apply that knowledge.

It is essential that learners gain a clear insight into the legal requirements that ensure the health and safety of staff and others when handling and storing the equipment and materials used for cleaning interiors and washrooms. Supplies and equipment are expensive and valuable commodities and learners must know the correct procedures to follow for their use.

It is essential for learners to gain an understanding of cleaning procedures and standards, materials and equipment used, and waste disposal methods. Reference to and the completion of documentation as part of the operations would be helpful for learners, particularly the on-the-job checklists and, or schedules.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learners' answers, to allow internal and external verification to take place.

Learners can generate evidence from work experience or work shadowing.

Learning outcomes 1 and 2 can be covered through jobs that involve cleaning both an interior and washroom. The assessor should ensure that the learner will be able to explain the purpose of a work schedule, explain the importance of thorough preparation before cleaning and assess the area and items to be cleaned. The learner will explain the importance of colour coding when cleaning the areas. The learner will prepare the work areas, and explain the process for reporting damaged or deteriorating surfaces. The learner will use the correct cleaning method, equipment and materials for different soil types and surfaces. The learner will then select and use the correct cleaning method, equipment and materials, while explaining the importance of following manufacturers' recommendations and instructions. The learner will wear the appropriate personal protective equipment for cleaning the identified area. The learner will complete the work in a timely manner, with minimal inconvenience to colleagues, customers and the general public.

Through a discussion or completion of a worksheet the learner will explain the importance of cleaning procedures and of cleaning to prescribed standards with an explanation of the consequences of using incorrect solutions, equipment and cleaning methods.

For learning outcome 3, the use of a further task or an extension of the tasks used for learning outcomes 1 and 2 can be covered. The learner will check the area and items after cleaning as well as checking the cleaning and taking any necessary action. It will be necessary to explain how and why equipment and materials should be returned in good order to secure storage, to how waste is disposed of correctly and to describe the procedures for ordering and replacing resources.

### Essential resources

For this unit learners should have access to a range of interiors and washrooms for cleaning, as well as access to a wide range of equipment and materials. Learners will require access to and support from external cleaning organisations, the local authority or hospitals and their facilities, managers and staff.

### Indicative resource materials

#### Textbooks

Canwell, Pope, Rivers, Roberts, Whaites – *NVQ/SVQ and Technical Certificate Level 2 Cleaning* (Heinemann, 2009) ISBN 9780435501204

HSE — *Essentials of Health and Safety at Work* (HSE Books, 2006)  
ISBN 9780717661794

#### Journals

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

The Voice – British Cleaning Council

#### Websites

<a href="http://www.assetskills.org">www.assetskills.org</a>	Sector Skills Council for facilities management, housing, property, planning, cleaning and parking
<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.britloos.co.uk">www.britloos.co.uk</a>	British Toilet Association
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	Public Body responsible to the Secretary of State for Environment
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.wasteonline.org.uk">www.wasteonline.org.uk</a>	Online document library on waste issues



## Unit 10: Cleaning of Specialist Electronic Equipment

**Unit reference number:** M/502/2286

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

Learners need to ensure that specific organisational and industry regulations are followed when cleaning specialist electronic equipment. Equipment to be covered in this unit includes telephones, monitors, keyboards, central processing units, printers and fax machines.

### Unit introduction

Keeping specialist electronic equipment clean maintains its appearance and ensures that the equipment is hygienic to use. In some situations electronic equipment such as monitors and display screens are used for public displays of information and need to be kept clean as they contribute to an attractive environment and are a point of contact between users/clients and organisations.

In this unit, learners will gain an understanding of the importance of preparing and cleaning specialist electronic equipment. This will involve assessing the cleaning task, identifying any problems as well as selecting the appropriate materials and equipment for the cleaning task.

Electronic equipment requires specialist cleaning techniques to be used. The learner will develop an understanding of the specific materials and techniques used for particular pieces of specialist electronic equipment and different types of soiling.

On finishing the cleaning task learners will leave the work areas safe and tidy, re-position the specialist electronic equipment, dispose of waste materials, check and return cleaning equipment and use the procedures for replenishing any materials that are needed together with reporting any problems identified during the work.

Cleaning can interrupt others so learners will appreciate the importance of minimising inconvenience to others.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning of specialist electronic equipment	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area and items to be cleaned 1.4 describe how to prepare work areas 1.5 explain the process for reporting damaged or deteriorating surfaces 1.6 describe the correct cleaning method, equipment and materials to use for different soil types and surfaces 1.7 select correct cleaning method, equipment and materials to use 1.8 explain the importance of following industry specific recommendations and instructions when cleaning specialist electronic equipment 1.9 state the possible consequences of not following instructions when dealing with specialist electronic equipment 1.10 list personal protective equipment for cleaning of specialist electronic equipment



Learning outcomes	Assessment criteria
<p>2 Be able to carry out cleaning of specialist electronic equipment</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use correct cleaning methods for specialist electronic equipment</p> <p>2.3 describe correct cleaning methods for specialist electronic equipment</p> <p>2.4 explain the importance of cleaning to prescribed standards</p> <p>2.5 explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.6 explain the importance of completing work in a timely manner</p> <p>2.7 explain the importance of minimising the inconvenience to colleagues, customers and the general public</p> <p>2.8 describe procedures that can be taken to minimise inconvenience</p>
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check cleaning and take necessary actions</p> <p>3.3 describe the procedures for reporting accidental damage to equipment</p> <p>3.4 explain the importance of returning all items after cleaning to their original position</p> <p>3.5 return items to their original position</p> <p>3.6 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>3.7 return equipment in good order to storage areas</p> <p>3.8 describe how to dispose of waste correctly</p> <p>3.9 dispose of waste correctly</p> <p>3.10 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for cleaning of specialist electronic equipment

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; follow organisational procedures; comply with regulations and legislation

*Area and items:* area: types eg areas containing specialist electronic equipment eg computer rooms, data centres, server rooms, offices, public spaces, items: types eg telephones monitors, keyboards, central processing units, printers, facsimile (fax) machines other items of electronic equipment (electronic point of sale (EPOS) equipment, automatic telling machines (ATM), photocopiers, binders, laminators, mice, external drives, modems, routers, speakers, feeders, rollers, ports, grilles, vents, keypads, control buttons, switches, junction boxes; cables

*Prepare work areas:* follow organisational procedures; comply with relevant regulations and legislation; health and safety; equipment; materials; risk assessment eg adequate ventilation where appropriate, use of appropriate signage, protect surrounding surfaces, procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Cleaning methods, equipment and materials:* methods eg dust control, suction cleaning, brush cleaning; equipment: types eg air dusters, brushes, non-abrasive scrub pads, cleaning mitts, e-cloths, micro-filter high efficiency particulate filter (HEPA) vacuuming equipment; materials: types eg detergents, solvents, degreasers, non-abrasive solutions, germicidal cleaners, bactericidal cleaners, anti-static sprays, anti-static wipes, cleaning sheets, adhesive removers, toner wipes, bar code reader cleaning cards, laser lens cleaners, swabs, lubricants

*Surfaces and soil types:* surfaces: types eg work surfaces, desks, external parts of electronic equipment, internal parts of electronic equipment; Soil: types eg Adhesive (lubricants, grease); attracted dust, lint, fibres, biological contamination, food, ash, paper dust, toner

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Consequences of not following instructions when dealing with specialist electronic equipment:* risk of injury; environmental contamination; damage to equipment; equipment malfunction; unavailability of equipment; voiding of warranties; shorten equipment life; liability for damage; business reputation; loss of business

*Personal protective equipment:* types eg uniform, high-visibility jackets, corporate clothing; footwear, gloves, masks, eye wear (visor, goggles), tool belts; pouches, antibacterial hand wipes

## **2 Be able to carry out cleaning of specialist electronic equipment**

*Importance of cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with regulations and legislation

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures for minimising inconvenience:* planning, adhere to work schedule; use of appropriate signage

## **3 Be able to check cleaning and resources, dispose of waste and return equipment and items**

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Describe the procedures for reporting accidental damage to equipment:* follow organisational procedures; report to appropriate person; complete appropriate documentation

*Safe storage:* availability for use, health and safety eg hazards, injury, near misses, security, misuse, prolong life of equipment

*Waste disposal:* health and safety; follow organisational procedures; adhere to relevant legislation; manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; complete appropriate documentation where appropriate

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit must be delivered so that it gives learners an understanding and the skills needed to clean specialist electronic equipment.

Practical work is important. Learners should be encouraged to engage in work and to interact with customers in order to practice their skills and to gain knowledge from their experiences. The unit could also be delivered with a learner who works in a realistic working environment. Learners are required to follow the policies and procedures in place at cleaning companies in order to deliver a good service.

Learners should be encouraged to evaluate their experiences when dealing with clients and others.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

Learners can generate evidence from work experience or work shadowing.

Learning outcomes 1 and 2 can be covered through tasks that involve cleaning specialist electronic equipment. The assessor should ensure that the learner will be able to explain the purpose of a work schedule, explain the importance of thorough preparation before cleaning and assess the area and items to be cleaned. The learner will prepare the work areas, and explain the process for reporting damaged or deteriorating surfaces. The learner will use the correct cleaning method, equipment and materials for different soil types and surfaces. The learner will then select and use the correct cleaning method, equipment and materials, while explaining the importance of following manufacturers' recommendations and instructions. The learner will wear the appropriate personal protective equipment for cleaning the identified area. The learner will complete the work in a timely manner, with minimal inconvenience to colleagues, customers and the general public.

Through a discussion or completion of a worksheet the learner will explain the importance of cleaning procedures and of cleaning to prescribed standards with an explanation of the consequences of using incorrect solutions, equipment and cleaning methods.

The use of further tasks or an extension of the tasks used for learning outcomes 1 and 2 can be covered for learning outcome 3. The learner will check the area and items after cleaning as well as checking the effectiveness of the cleaning and taking any necessary action. It will be necessary to explain how and why equipment and materials should be returned in good order to secure storage, how to dispose of waste correctly and to describe the procedures for ordering and replacing resources.

### **Essential resources**

Learners will require access to a wide variety of specialist electronic equipment as well as access to the specialist cleaning equipment.

### **Indicative resource materials**

#### **Websites**

<a href="http://www.hse.gov.uk/index.htm">www.hse.gov.uk/index.htm</a>	Health and Safety Executive — Data sheets on handling chemical substances hazardous to health.
<a href="http://www.hse.gov.uk/pubns/indg273.pdf">www.hse.gov.uk/pubns/indg273.pdf</a>	Guide to working with solvents.
<a href="http://www.hse.gov.uk/workers/hswrole.htm">www.hse.gov.uk/workers/hswrole.htm</a>	Summary of health and safety at work legislation and regulations.



# Unit 11: Deep-cleaning of Internal Equipment Surfaces and Areas

**Unit reference number:** T/502/2287

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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## Unit aim

Deep-cleaning is the removal of all soil and protective finishes from surfaces, which could include walls, windows, furniture, floors and items of equipment. Learners will have to be able to follow a work schedule and carry out pre and post cleaning checks ensuring that they use the appropriate tools and equipment for the deep clean.

## Unit introduction

The deep-cleaning of internal equipment, surfaces and areas is important for maintaining a safe environment, ensuring the longevity of the surfaces and equipment and to achieve standard of finish that is not achievable through normal, regular cleaning.

This unit will develop the learners, understanding of the importance of assessing the areas and items to be cleaned to ensure that the correct cleaning methods and cleaning materials are selected and used in the correctly.

The learner will use the appropriate cleaning methods and materials for the equipment and surfaces being cleaned, this will include the use of appropriate pre-treatments of surfaces to remove any heavy soilage, staining or to prepare the surface for its final treatment.

Learners will also gain an appreciation of the importance of re-instating areas after deep-cleaning and ensuring that all equipment and materials used are disposed of or stored correctly in a clean and safe manner.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for deep-cleaning of internal equipment, surfaces and areas	1.1 describe what is meant by deep-cleaning 1.2 explain the purpose of a work schedule 1.3 explain the importance of thorough preparation before cleaning 1.4 assess the area and items to be cleaned 1.5 describe how to prepare work areas 1.6 explain the process for reporting damaged or deteriorating surfaces 1.7 describe correct cleaning methods, equipment and materials to use for different soil types and surfaces 1.8 select the cleaning method, equipment and materials to use 1.9 explain the importance of pre-testing areas to be cleaned 1.10 list the factors that might affect the cleaning method 1.11 explain the importance of isolating appropriate powered equipment before cleaning 1.12 explain the importance of ventilating the work area 1.13 list personal protective equipment for deep-cleaning



Learning outcomes	Assessment criteria
2 Be able to carry out deep-cleaning of internal equipment, surfaces and areas	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use correct cleaning methods for deep-cleaning internal equipment, surfaces and areas</p> <p>2.3 describe correct cleaning methods for deep-cleaning internal equipment, surfaces and areas</p> <p>2.4 explain the importance of removing dust and debris before deep-cleaning</p> <p>2.5 use correct procedures for pre-treating an area for heavy soiling or stains</p> <p>2.6 explain the importance of cleaning to prescribed standards</p> <p>2.7 explain the consequences of using incorrect solution, equipment and cleaning methods</p> <p>2.8 explain the importance of completing work in a timely manner</p> <p>2.9 explain the importance of minimising the inconvenience to customers, colleagues and the general public</p> <p>2.10 describe procedures that can be taken to minimise inconvenience</p>

Learning outcomes	Assessment criteria
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after deep-cleaning</p> <p>3.2 check deep-cleaning and take any necessary actions</p> <p>3.3 describe the procedures for reporting damage to equipment, surfaces and premises</p> <p>3.4 explain the importance of returning all items after cleaning to their original position in a timely manner.</p> <p>3.5 state procedures for reinstating rooms</p> <p>3.6 return items to their original position</p> <p>3.7 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>3.8 return equipment in good order to storage areas</p> <p>3.9 describe how to dispose of waste correctly</p> <p>3.10 dispose of waste correctly</p> <p>3.11 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 **Be able to prepare for deep-cleaning of internal equipment, surfaces and areas**

*Deep-cleaning:* thoroughly remove residues and trapped soils; non-routine; specialised; infrequent

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; adhere to organisational procedures; comply with regulations and legislation

*Area and items:* area requiring non-routine cleaning; types eg food areas, clinical areas, clinical washrooms, domestic, commercial; items; types eg internal equipment, food equipment, clinical equipment office equipment, leisure equipment

*Prepare work areas:* follow organisational procedures; comply with relevant regulations and legislation; health and safety; select appropriate equipment; materials; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces, procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Cleaning methods, equipment and materials:* methods ; types eg scrubbing, scraping, suction cleaning, carpet and upholstery cleaning, stripping, sanding, sealing, vitrification, polishing, wall washing, application of specialist cleaning products (de-greasers, de-waxers, stain removers), immersion, pressure washing, steam cleaning, high level dust control/washing; equipment: types eg PPE, use of appropriate signage, cloths, buckets, brushes, mops, scrappers, vacuum cleaner and accessories, shampooers, rotary floor machine with brushes/pads, vitrification heads. wet/dry pick-up, scrubber drier machine, stripping machine, sanding machine, ladders, immersion tank, pressure washer, steam cleaner; materials: types eg: detergents, disinfectants, carpet/upholstery shampoo, heavy-duty degreasers, de-waxers, tar and glue remover, stain removers, acid cleaners, metal detergents, solvent de-greasers, sealants

*Surface and soil types:* surfaces: types eg ceramic, enamel, vinyl, glass, chrome, plastic, metal, walls (high and low), floors (soft, hard), fixtures and fittings, furniture and furnishings, glazed, tiled, stainless steel; Soil: types eg bodily fluids, human waste, limescale, water marks, chewing gum, ground in dirt, liquids, grease or oil based, pet soiling

*Importance of pre-testing:* avoid damaging the surface; ensure the appropriate chemicals are used

*Factors which might affect cleaning methods:* soiling; type eg , amount, location; surface; type eg condition, location, use; availability of equipment and materials; availability of trained staff

*Importance of isolating appropriate powered equipment:* maintain health and safety; to avoid (injury, accidents or near misses); to avoid liability; follow organisational procedures; comply with regulations and legislation

*Importance of ventilating the work area:* health and safety, avoid build up of fumes, vapours, moisture, dust; to avoid (injury, accidents, near misses); to avoid liability; aid the drying process

*Personal Protective Equipment:* types eg uniform, apron, gloves, goggles, facemask, footwear, ear protection, safety harness

## **2 Be able to carry out deep-cleaning of internal equipment, surfaces and areas**

*Importance of cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with regulations and legislation

*Removing dust and debris before periodic cleaning:* reasons; further staining does not occur by rubbed in dust/dirt; aid effectiveness of cleaning; any soil stains can be identified more easily

*Procedures for pre-treating area for heavy soiling or stains:* follow manufacturers' instructions; remove any dust or debris; identify suitable pre-treatment; test treatment to ensure surface will not be damaged; adjust dilution rates according to extent of soiling or stain

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures for minimising inconvenience:* planning; adhere to work schedule; use of appropriate signage

### 3 **Be able to check cleaning and resources dispose of waste and return equipment and items**

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Safe storage:* types eg availability for use, health and safety eg hazards, injury, near misses; security; misuse; prolong life of equipment

*Procedures for reinstating rooms:* follow organisational procedures; ready for use; report any damage or risks to appropriate person

*Waste disposal:* health and safety; follow organisational procedures; relevant legislation; manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; complete appropriate documentation where appropriate

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit introduces the learner to the deep-cleaning of internal equipment, surfaces and areas.

Due to the number and types of surfaces, types of equipment and the methods for deep-cleaning, it is important that the learners are given opportunities to shadow experienced operatives as well as being given opportunities to visit a range of deep-cleaning locations, where they can observe a variety of methods being used. Learners should be given as many opportunities as possible to participate in deep-cleaning procedures to gain the valuable skills and understanding required in this unit.

Learners need to cover the importance of using the correct method, equipment and chemicals and the consequences of making wrong decisions. Learners will prepare areas for cleaning as well as reinstating areas after cleaning. They should be given opportunities to complete documentation for ordering resources as well as reporting damage.

Learners should be made aware of the Health and Safety procedures while deep-cleaning.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

For both learning outcomes 1 and 2, observing a number of tasks that involve the deep-cleaning of internal equipment, surfaces and areas can be used. The assessor can question the learner to ensure that they understand the meaning of deep-cleaning, be able to explain the purpose of a work schedule, explain the importance of thorough preparation before cleaning and assess the area to be cleaned.

The learner will prepare work areas, and either report or explain process for reporting damaged or deteriorating surfaces. The learner will then select and use the correct cleaning method, equipment and materials to use, explaining the importance of following manufacturers' recommendations and instructions. The learner will wear the appropriate personal protective equipment for deep-cleaning internal equipment, surfaces and areas.

The assessor should check through questioning or written work the learner's knowledge of the importance of removing dust and debris prior to deep-cleaning, the importance of cleaning to prescribed standards and the consequences of using incorrect solutions, equipment or cleaning methods.

The learner will complete the work in a timely manner while minimising inconvenience to customers, colleagues and the general public, and be able to explain the procedures that can be taken to minimise inconvenience.

With learning outcome 3, observation and questioning by the assessor should be used to ensure learners' ability to explain the importance of checking the area and items after deep-cleaning, checking the deep-cleaning and taking any necessary action and explain the importance of returning all items after cleaning to their original positions in a timely manner and the procedures for re-instating rooms.

The learner will also explain why equipment and materials should be returned in good order to a secure storage area, describe how to dispose of waste correctly and be able to describe the procedures for ordering and replacing resources.

### **Essential resources**

Learners will require access to a wide variety of deep-cleaning methods, equipment and materials. Visits to a variety of locations where deep-cleaning is taking place will be a valuable addition to the delivery of this unit. Learners should have the opportunity to shadow experienced operatives.

### **Indicative resource materials**

#### **Textbooks**

Gill Hallsworth – *A Cleaner's Handbook* (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780952030201

Dr Eric M Brown – *Fundamentals of Carpet Maintenance* (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780950844695

J K P Edwards, *Floors and Their Maintenance* – (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780947567309

John Kenneth Parkes Edwards – *Basic Principles of Floor Maintenance* – (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780947567651

Allen D – *Accommodation and Cleaning Services: Operations v.1* (Nelson Thornes, 1990) ISBN 9780748702909

#### **Journals**

Tomorrow's Cleaning — [www.tomorrowscleaning.com](http://www.tomorrowscleaning.com)

Cleaning and Hygiene Today

Cleaning and Maintenance Magazine

Cleaning Matters – Cleaning Matters

Cleaning Hygiene Today – MPP Ltd Magazines

The Voice – British Cleaning Council

**Websites**

<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive



## **Unit 12: Maintenance and Minor Repairs of Property**

**Unit reference number:** A/502/2288

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit aim**

This unit is about performing internal and external maintenance and minor repairs to buildings. Learners will be able to carry out repairs and maintenance using the appropriate hand tools and equipment. They will have to ensure that the area where the work has been carried out is still in keeping with the surrounding area and they are also required to carry out checks after repair and maintenance to make sure that all items are functioning as they should.

### **Unit introduction**

The maintenance and minor repair of property is important for maintaining a safe environment, ensuring the longevity of the property and appearance.

This unit will develop the learners understanding of the importance of assessing the areas to be repaired, preparing the area in which the repair is to take place and how environmental conditions affect maintenance and minor repairs.

The learner will also understand the process for reporting damage or deteriorating internal and external surfaces and the importance of reporting jobs outside their capabilities and remit.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for carrying out maintenance and minor repairs	<p>1.1 explain the importance of thorough preparation before starting work</p> <p>1.2 assess the area and items to be repaired</p> <p>1.3 describe how to prepare work areas</p> <p>1.4 describe how environmental conditions affect maintenance and minor repairs</p> <p>1.5 explain the process for reporting damaged or deteriorating internal and external surfaces</p> <p>1.6 state importance of reporting jobs outside of employee's personal capabilities and remit</p> <p>1.7 describe safe working practices</p> <p>1.8 describe correct methods, equipment and materials to use for different types of maintenance and minor repairs</p> <p>1.9 explain the importance of following manufacturers' recommendations and instructions.</p> <p>1.10 list personal protective equipment for different types of maintenance and repairs</p>

Learning outcomes	Assessment criteria
<p>2 Be able to carry out maintenance and minor repairs</p>	<p>2.1 explain the importance of following recommended procedures</p> <p>2.2 use appropriate methods for the maintenance and minor repair of fixtures and fittings</p> <p>2.3 explain the importance of working to the prescribed standards</p> <p>2.4 explain the consequences of using the wrong equipment and materials</p> <p>2.5 explain the importance of completing work in a timely manner</p> <p>2.6 explain the importance of minimising inconvenience to colleagues, customers and the general public</p> <p>2.7 describe procedures that can be taken to minimise inconvenience</p>
<p>3 Be able to check maintenance and minor repairs, resources and return equipment and items</p>	<p>3.1 explain importance of checking area and items after maintenance and minor repairs</p> <p>3.2 check maintenance and minor repairs and take any necessary action</p> <p>3.3 describe the procedures for reporting damage to equipment, surfaces and premises</p> <p>3.4 return items to their original position</p> <p>3.5 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>3.6 return equipment in good order to storage areas</p> <p>3.7 describe how to dispose of waste correctly</p> <p>3.8 describe the procedures for ordering and replacing resources.</p>

## Unit content

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### 1 Be able to prepare for carrying out maintenance and minor repairs

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); to plan appropriate timetable for repair if required; adhere to follow organisational procedures; comply with regulations and legislation

*Area and items:* within and outside buildings eg frontages, entrances, exits, interiors; items; types eg access areas (paths, driveways, car parks), fencing, gates, drains, guttering, external walls, woodwork and other surfaces, external doors, windows, internal walls, woodwork and other surfaces, stairways, handrails and guards, floors, internal doors, toilets, baths, fixtures, fittings, free standing appliances or items furniture, lampshades , hinges, levers

*Prepare work areas:* follow organisational procedures; relevant comply with regulations and legislation; health and safety; equipment; materials; risk assessment eg use of appropriate signage, protect surrounding surfaces, procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Environmental conditions:* eg wind, rain, humidity, extremes of temperature; effects on maintenance and minor repairs eg health and safety (slippery surfaces, working with ladders in the wind, effects on human body), limit effectiveness of equipment; disrupts work schedules, increase cost

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Importance of reporting jobs outside of employee's personal capabilities and remit:* follow organisational procedures; maintain health and safety; avoid risks and hazards; ensure work carried out appropriately; to avoid liability of employee and employer.

*Safe working practices:* compiled after a risk assessment is conducted and before a task; follow organisational procedures, comply with regulations and legislation; work within limits of job role; possess relevant training and permits where applicable (eg for working at heights, in confined spaces, electrical), use PPE; following manufacturers' instructions for machinery and equipment; use barriers and appropriate signage

*Cleaning methods, equipment and materials:* methods eg scrubbing, wet and dry cleaning, sweeping, graffiti removal, wall washing, steam cleaning, high level cleaning, pressure washing, sweeping, carpet shampooing, lubricating, painting, varnishing, filling, repairing, replacing; equipment: types eg PPE, use of appropriate signage, brushes, dustpans , cloths, shovels, ladders, steam cleaner, pressure washer, carpet shampooer, paint brushes/rollers, screw drivers, electric drill, sandpaper, electric sander; materials: types eg cleaning agents, paint, plaster, varnish, lubricant , nails and screws

*Maintenance and minor repair:* types eg general cleaning external/internal areas, surfaces and items; specialist cleaning eg, graffiti removal, removing litter, unblocking drains or guttering, garden/grounds maintenance, carpet cleaning, painting, spot plastering, varnishing woodwork, lubricate hinges; minor repairs: types eg fixtures and fittings (broken or loose locks, handles, hinges) sinks/toilets/baths (broken or loose taps, plugs, surface chips)

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal Protective Equipment:* types eg uniform, high-visibility jackets, wet weather clothing, gloves, goggles, facemask, suitable footwear

## 2 **Be able to carry out maintenance and minor repairs**

*Importance of following recommended procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; keep to relevant comply with regulations and legislation

*Importance of working to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements to avoid liability; follow organisational procedures

*Consequences of incorrect equipment and materials:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; to avoid liability for damage; business reputation; loss of business; loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures for minimising inconvenience:* planning, adhere to work schedule, use of appropriate signage

**3 Be able to check maintenance and minor repairs, resources and return equipment and items**

*Importance of checking area and items:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Safe storage:* types eg availability for use, health and safety eg hazards, injury, near misses, security, misuse, prolong life of equipment

*Waste disposal:* health and safety; follow organisational procedures; relevant legislation; manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; complete appropriate documentation

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

Learners should be given as many opportunities as possible to work with a variety of surface types and locations. Learners should gain experience of choosing the correct equipment and methods for the various jobs. Learners will be involved in the work scheduling and the preparation for the maintenance and minor repairs of property.

It is also important that the learner appreciates the consequences of using incorrect methods while carrying out the maintenance and minor repairs of property. Learners should be made aware of the effects of cost and company reputation should the wrong method be used.

Learners should be encouraged to evaluate their experiences. It may be possible for the learner to shadow a number of skilled workers in order to learn and develop their skills or to visit other workshops to observe and learn other methods and use other materials.

Opportunities should be sought which will increase the learner's skills and or confidence when carrying out the maintenance and repair of property. This may be done with the help of a specialist demonstrating their skills and allowing the learner to practice them.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment using complete appropriate documentation and learner's answers, to allow internal and external verification to take place.

Learning outcome 1 can be covered through observation of tasks involving the maintenance and minor repairs of property, combined with questioning.

In addition the learner will describe how to prepare work areas, explain the process for reporting damaged or deteriorating surfaces, and be able to describe the correct methods, equipment and materials to use for different surface types and locations.

The learner will be able to select the methods, equipment and materials, explain the importance of following manufacturer recommendations and instructions. The learner will wear the personal protective equipment required and have an insight into what effects environmental conditions have on carrying out the work.

Learning outcome 2 can be covered by observation, with the learner having opportunities to explain the importance of using the correct methods and the importance of working to prescribed standards. The learner should also explain the consequences of using incorrect equipment and methods. Throughout the tasks the learner should complete work within a timely manner and in a way that does not inconvenience customers, colleagues or the general public.

Again, with learning outcome 3, an observation should be used to observe the learner checking the area after carrying out maintenance and minor repairs and appropriate action being taken. The learner will also outline the procedures for reporting damage to surfaces and premises.

The learner should return the equipment and materials in good order to a secure storage area, describe how to dispose of waste correctly and be able to describe the procedures for ordering and replacing resources.

### **Essential resources**

For this unit, learners will require access to a large variety of equipment and materials that are required to carry out maintenance and small repairs both internally and externally. This will include, as examples only, such things as woodworking tools and materials both manual and electrical, plumbing tools and materials.

To undertake the maintenance and repairs it is important that the learner has had the appropriate training to ensure that they are able to work to their organisations requirements for health and safety and quality. The training should be recorded on the learner's training record prior to the assessment.

Maintenance and minor repairs can be carried out in any suitable environment.

### **Indicative resource materials**

#### **Textbooks**

Mike Edwards – *Master Basic DIY: Teach Yourself* (Hodder Education, 2010)  
ISBN 9781444101195

#### **Websites**

<a href="http://www.helpwithdiy.com">www.helpwithdiy.com</a>	DIY website
<a href="http://www.ultimatehandyman.co.uk">www.ultimatehandyman.co.uk</a>	DIY website



## Unit 13: Manual Street Cleaning

**Unit reference number:** F/502/2289

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

This unit is about the manual cleaning of streets and public areas including pavements, pedestrianised areas and car parks and the removal of litter and detritus. Learners will be able to carry out pre and post cleaning checks and clean streets and public areas.

### Unit introduction

Cleaning streets and public spaces is an important component of the cleaning and maintenance services industry and contributes to a clean, healthy, safe and attractive environment.

In this unit, learners will gain an understanding of the importance of working to a schedule when cleaning streets and public spaces using manual methods. Consideration is given to preparing and cleaning the streets and public spaces. This will involve assessing the cleaning task identifying any problems and selecting the appropriate materials and equipment.

Streets and public spaces require specialist manual cleaning techniques due to the types of surface and the types of litter that need to be cleaned up. The learner will develop an understanding of the specific equipment, materials and techniques used for particular surfaces and different types of littering. Equipment will be checked before and after use. Learners will be instructed in the correct use of equipment to minimise danger and inconvenience to the public.

On finishing the cleaning task learners will leave the streets and public spaces safe and tidy and dispose of debris, detritus and litter. Learners will check and return equipment and use the procedures for replenishing any materials that are needed together with reporting any problems identified during the work.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for manual street cleaning	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area to be cleaned 1.4 list the equipment and materials required for manual street cleaning 1.5 select the correct equipment for the type of litter and surface 1.6 list personal protective equipment for manual street cleaning 1.7 describe appropriate actions to take to reduce risks to health and safety 1.8 explain the importance of working safely with regard to members of the public 1.9 check equipment before starting cleaning 1.10 state why it is important to secure mobile equipment

Learning outcomes	Assessment criteria
<p>2 Be able to carry out manual street cleaning</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use correct cleaning methods to clean streets manually</p> <p>2.3 describe correct cleaning methods for cleaning streets manually</p> <p>2.4 explain the importance of cleaning to prescribed standards</p> <p>2.5 list types of litter that should be segregated</p> <p>2.6 outline procedures for dealing with segregated litter</p> <p>2.7 state the importance of the location of containers provided for litter</p> <p>2.8 describe procedures for emptying containers</p> <p>2.9 explain the importance of completing work in a timely manner</p> <p>2.10 explain the importance of minimising the inconvenience to the general public</p>
<p>3 Be able to check cleaning and resources, maintain waste collection points and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check street cleaning and take any necessary actions</p> <p>3.3 describe procedures for dealing with different types of debris and detritus</p> <p>3.4 operate equipment used at waste collection points safely</p> <p>3.5 describe how to identify containers that need replacing</p> <p>3.6 state procedures for reporting problems</p> <p>3.7 explain why equipment and material should be returned in good order to a secure storage area</p> <p>3.8 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for manual street cleaning

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; follow organisational procedures; keep to relevant regulations and legislation

*Areas:* natural areas; types eg grounds, grassed areas; artificial surfaces; types eg roads, footpaths, car parks, pedestrian areas

*Equipment and material: equipment:* types eg PPE, use of appropriate signage, barrow or cart, brushes, shovels, hoes, rakes, scraper, litter pickers, two way radio or mobile phone; *materials:* types eg bin liners, disinfectant

*Personal protective equipment:* types eg uniform, high-visibility jackets, wet weather clothing, protective footwear, protective gloves, barrier creams

*Appropriate actions to reduce risks to health and safety:* follow organisational procedures; comply with relevant regulations and legislation; follow safe working practices; PPE; risk assessment; use of appropriate signage; follow manufacturers' instructions; position of barrow or cart; report hazards and dangerous occurrences to a supervisor

*Importance of working safely with regard to members of the public:* follow organisational procedures; follow Local Authority procedures if appropriate, comply with regulations and legislation, avoid accidents; risks and hazards, to avoid liability; minimise inconvenience; business reputation

*Importance securing mobile equipment:* avoid theft, avoid damage; avoid misuse; avoid accidents

### 2 Be able to carry out manual street cleaning

*Importance of cleaning procedures:* health and safety; effective cleaning; business reputation; consistency of cleaning standards; efficient use of time and resources

*Cleaning methods:* eg sweeping, brushing, scraping, raking, hoeing, litter picking

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Litter that should be segregated:* types eg hazardous litter, dangerous litter, recyclable litter, bio-degradable litter, dog faeces, body emissions

*Procedures for dealing with segregated litter:* follow organisational procedures, comply with relevant regulations and legislation; health and safety; labelling of waste containers; report any unidentifiable or dangerous waste to supervisor/appropriate person

*Importance of the location of containers provided for litter:* distance to containers; time required to reach containers; containers suitable for type of waste

*Procedures for emptying containers:* follow organisational procedures; comply with relevant regulations and legislation; health and safety, report any unidentifiable or dangerous waste to supervisor/appropriate person

*Importance of completing work in a timely manner:* limits inconvenience (public, traders, colleagues); ensure area ready for use when required; meet service requirement; maintain costs; ensure user satisfaction

*Importance of minimising the inconvenience to the general public:* ensure user satisfaction; meet service requirement; maintain health and safety (self, colleagues, public, environment); business reputation; avoid penalties where appropriate

### **3 Be able to check cleaning and resources, maintain waste collection points and return equipment and items**

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Procedures for dealing with different types of debris and detritus:* follow organisational procedures; comply with relevant regulations and legislation; health and safety, labelling; waste containers; report any unidentifiable or dangerous waste to supervisor/appropriate person

*Identify containers that need replacing:* missing; no longer fit for purpose eg damaged, leaking, burnt,

*Procedures for reporting problems:* organisational procedures; complete appropriate documentation

*Return and safe storage:* stored safely; securely; available for next user; prevents misuse; prolongs the life of the equipment

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit must be delivered so that it gives learners as many opportunities as possible to gain the skills and understand how to clean streets and public places manually.

Learners could shadow trained operatives to learn the skills.

Practical work is important. Learners are required to follow the policies and procedures in place at local authorities and cleaning companies in order to deliver a good service. Learners should be encouraged to evaluate their experiences when dealing with clients and others.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment using complete appropriate documentation and learner's answers to allow internal and external verification to take place.

Learning outcome 1 can be covered through practical tasks. Learners will explain the purpose of a work schedule, and of thorough preparation before cleaning and assess the area to be cleaned. The learner will select the appropriate equipment, be dressed appropriately and be able to explain how to work safely. The learner will check equipment before starting cleaning. Finally the learner will state why it is important to secure mobile equipment.

Learning outcome 2 can be covered through practical tasks where the learner can explain the importance of cleaning procedures, use the correct cleaning methods to clean streets manually to the required standard. Learners should deal with the different types of litter. Learners should be able to explain the importance of the location of containers provided for litter and describe the procedures for emptying containers. While carrying out the tasks learners will show the importance of working in a timely manner and in a way that does not inconvenience the general public.

Finally, learning outcome 3 can be covered through practical tasks linked to LO1 and LO2. By identifying appropriate tasks the assessor can ensure that the learner will be able to explain the importance of checking the area and items after cleaning; explain the procedures for dealing with different types of debris and detritus and be able to operate equipment used at waste collection points safely. The learner will be able to identify containers that need replacing; explain the procedures used for reporting problems and ordering and replacing resources; and explain why equipment and material should be returned in good order to a secure storage area.

## Essential resources

Learners will need access to a variety of cleaning equipment, and have the opportunity to use a variety of methods to clean a variety of surfaces.

## Indicative resource materials

### Textbooks

Stationery Office – *The Official Highway Code* (Stationery Office, 2007)  
ISBN 9780115528149

### Journals

The Voice – British Cleaning Council

### Websites

<a href="http://www.defra.gov.uk/environment/quality/local/litter/code/documents/cop-litter.pdf">www.defra.gov.uk/environment/quality/local/litter/code/documents/cop-litter.pdf</a>	Codes of Practice on Litter and Refuse from DEFRA
<a href="http://www.direct.gov.uk/en/HomeAndCommunity/WhereYouLive/Streetcleaninglitterandillegaldumping/DG_10026147">www.direct.gov.uk/en/HomeAndCommunity/WhereYouLive/Streetcleaninglitterandillegaldumping/DG_10026147</a>	Government information on street cleaning
<a href="http://www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_069869">www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_069869</a>	Road Traffic legislation
<a href="http://www.hse.gov.uk/workers/hswrole.htm">www.hse.gov.uk/workers/hswrole.htm</a>	Summary of health and safety at work legislation and regulations
<a href="http://www.hse.gov.uk/cleaning/index.htm">www.hse.gov.uk/cleaning/index.htm</a>	Health and safety in the cleaning industry
<a href="http://www.keepbritaintidy.org">www.keepbritaintidy.org</a>	Keep Britain Tidy
<a href="http://www.torbay.gov.uk/road_sweeping_and_litter_bin_collection.pdf">www.torbay.gov.uk/road_sweeping_and_litter_bin_collection.pdf</a>	Local authority guidance note for street cleaners





## Unit 14: Mechanical Street Cleaning

**Unit reference number:** T/502/2290

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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### Unit aim

This unit is about carrying out street cleaning using a vehicle or other automated equipment. It includes removal of litter and detritus from public areas including streets, pavements, pedestrianised areas and car parks. Learners will be able to carry out pre and post cleaning checks and clean streets and public areas.

### Unit introduction

Keeping streets and public spaces clean ensures a safe and hygienic environment. Cleaning streets and public spaces is an important component of the cleaning and maintenance services industry.

In this unit, learners will gain an understanding of the importance of working to a schedule when cleaning streets and public spaces using mechanical methods. Consideration is then given to preparing streets and public spaces for cleaning and before the learner cleans them. This will involve assessing the cleaning task and identifying any problems, as well as selecting the appropriate materials and equipment both for the individual and for the mechanical cleaning task.

Streets and public spaces require specialist mechanical cleaning techniques to be used due to the variety of surfaces and types of litter that need to be cleaned up. The learner will develop an understanding of the specific equipment, materials and techniques used for particular surfaces and different types of littering. Equipment will need to be operated in a safe and responsible way which extends to reporting hazards and faults.

On finishing the cleaning task, learners will leave the streets and public spaces safe and tidy, dispose of waste correctly and report on the completion of work. Learners will check and return equipment, use the procedures for cleaning vehicles and equipment as well as replenishing any materials that are needed together with reporting any problems identified during the work.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for mechanical street cleaning	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area to be cleaned 1.4 list equipment and materials required for mechanical street cleaning 1.5 select the appropriate equipment for the type of litter and surface 1.6 list personal protective equipment for mechanical street cleaning 1.7 describe appropriate actions to take to reduce risks to health and safety 1.8 explain the legal and organisational guidelines with regard to using mechanical equipment. 1.9 check equipment before starting cleaning
2 Be able to carry out mechanical street cleaning	2.1 explain the importance of cleaning procedures 2.2 use correct cleaning methods for mechanical street cleaning 2.3 describe correct cleaning methods for mechanical street cleaning 2.4 operate the mechanical equipment in a safe and responsible manner 2.5 state the procedures for reporting potentially hazardous litter and detritus 2.6 state the procedure to be followed for vehicle faults

Learning outcomes	Assessment criteria
<p>3 Be able to check cleaning and resources, transfer of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check street cleaning and take any necessary actions</p> <p>3.3 describe procedures for dealing with different types of spillages</p> <p>3.4 state procedures for reporting problems</p> <p>3.5 transfer of collected waste correctly</p> <p>3.6 describe importance of reporting completion of work</p> <p>3.7 use appropriate methods to clean vehicles and mechanical equipment after use</p> <p>3.8 explain why equipment and material should be returned in good order to a secure storage area</p> <p>3.9 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for mechanical street cleaning

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; follow organisational procedures; keep to relevant regulations and legislation

*Areas:* natural areas; types eg grounds, grassed areas; artificial surfaces; types eg roads, footpaths, car parks, pedestrian areas

*Equipment and materials:* *equipment:* types eg road sweepers, pavement sweepers, pavement washers, jet sweepers; hand tools eg brushes, shovels, litter pickers; *materials:* types eg water, disinfectant, detergents, herbicides

*Personal protective equipment:* types eg uniform high-visibility jackets, water proof clothing, corporate clothing, footwear, gloves, helmet, masks, eye wear (visor, goggles); first aid kit

*Appropriate actions to reduce risks to health and safety:* follow organisational procedures, comply with relevant regulations and legislation; follow safe working practices, PPE, risk assessment, use of appropriate signage, follow manufacturers' instructions; position of barrow or cart; report hazards and dangerous occurrences to a supervisor

*Legal and organisational guidelines with regard to using mechanical equipment:* types eg comply with The Highway Code, road traffic legislation, health and safety legislation, follow organisational procedures and codes of practice, Local Authority procedures if appropriate, manufacturers' instructions, correct driving licence; vehicle training

### 2 Be able to carry out mechanical street cleaning

*Importance of cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with relevant regulations and legislation

*Cleaning methods:* types eg by machine, sweeping, brushing, scraping, litter picking

*Procedures for reporting potentially hazardous litter and detritus:* follow organisational procedures, comply with relevant regulations and legislation; health and safety, report any unidentifiable or dangerous waste to supervisor/appropriate person

*Procedure to be followed for vehicle faults:* follow organisational procedures; health and safety; inform supervisor/appropriate person; complete appropriate documentation; isolate vehicle; secure vehicle, ensure vehicle does not impede others;

### **3 Be able to check cleaning and resources, transfer of waste and return equipment and items**

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources; check for damage to surfaces and or street furniture;

*Procedures for dealing with different types spillages:* follow organisational procedures, Local Authority procedures if appropriate, regulations and relevant legislation; identify spillage; cordon off area; use of appropriate signage; report to appropriate person;

*Procedures for reporting problems:* follow organisational procedures; Local Authority procedures if appropriate; complete appropriate documentation

*Importance of reporting completion of work:* fulfil requirements of work schedule; slippage from work schedule; re-organise work to recover from slippages; re-scheduling work; identification of problems; resolution of problems; identifying work efficiencies; improve management of cleaning operations; monitor quality

*Safe storage:* availability for use; health and safety eg hazards, injury, near misses; security; misuse; prolong life of equipment

*Return and safe storage:* stored safely and securely; availability for next user; prevents misuse; prolong life of equipment; others know where to access the cleaning items

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit must be delivered so that it gives learners as many opportunities as possible to gain the skills and understand how to clean streets and public places mechanically.

Learners could shadow trained operatives to learn the skills.

Practical work is important. Learners should be given as many opportunities as possible to use a variety of machines on a variety of surfaces. Learners are required to follow the policies and procedures in place at local authorities and cleaning companies in order to deliver a good service. Learners should be encouraged to evaluate their experiences when dealing with clients and others.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment using complete appropriate documentation and learner's answers, to allow internal and external verification to take place.

Learning outcome 1 can be covered through practical tasks involving cleaning streets and public places mechanically. By identifying appropriate tasks, the assessor can ensure that the learner will be able to explain the purpose of a work schedule and the importance of thorough preparation before cleaning and assess the area to be cleaned. Learners will select the correct equipment for the type of litter and surface. The learner will wear the appropriate personal protective equipment for mechanical street cleaning and describe appropriate actions to take to reduce the risks to health and safety to others and themselves. The learner will explain the importance of working safely with regard to members of the public. They must be able to check equipment before starting cleaning. Finally the learner will state why it is important to secure mobile equipment used to clean streets and public places.

With learning outcome 2 practical tasks can be used that require the learner to demonstrate the importance of cleaning procedures by using the correct cleaning method. The learner must be able to operate mechanical equipment in a safe and responsible way and know how to report vehicle faults and potentially hazardous litter and detritus.

Learning outcome 3 can be covered through practical tasks linked to LO1 and LO2. The learner has to describe the procedures for dealing with different types of spillage. Procedures for reporting the completion of work and any problems that have arisen need to be described, together with the importance of these arrangements.

The learner must demonstrate that waste can be transferred correctly, and clean mechanical equipment and vehicles after use. Finally it is necessary to explain why equipment and material should be returned in good order to a secure storage area before describing the procedures for ordering and replacing resources.

### Essential resources

Learners will require access to a variety of mechanical cleanings, a variety of surfaces and cleaning methods.

### Indicative resource materials

#### Textbooks

Stationery Office – *The Official Highway Code* (Stationery Office, 2007)  
ISBN-13: 978-0115528149

#### Journals

The Voice – British Cleaning Council

#### Websites

<a href="http://www.defra.gov.uk/environment/quality/local/litter/code/documents/cop-litter.pdf">www.defra.gov.uk/environment/quality/local/litter/code/documents/cop-litter.pdf</a>	Codes of Practice on Litter and Refuse from DEFRA
<a href="http://www.direct.gov.uk/en/HomeAndCommunity/WhereYouLive/Streetcleaninglitterandillegaldumping/DG_10026147">www.direct.gov.uk/en/HomeAndCommunity/WhereYouLive/Streetcleaninglitterandillegaldumping/DG_10026147</a>	Government information on street cleaning
<a href="http://www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_069869">www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_069869</a>	Road Traffic legislation
<a href="http://www.hse.gov.uk/workers/hswrole.htm">www.hse.gov.uk/workers/hswrole.htm</a>	Summary of health and safety at work legislation and regulations
<a href="http://www.hse.gov.uk/cleaning/index.htm">www.hse.gov.uk/cleaning/index.htm</a>	Health and safety in the cleaning industry.
<a href="http://www.keepbritaintidy.org">www.keepbritaintidy.org</a>	Keep Britain Tidy
<a href="http://www.torbay.gov.uk/road_sweeping_and_litter_bin_collection.pdf">www.torbay.gov.uk/road_sweeping_and_litter_bin_collection.pdf</a>	Local authority guidance note for street cleaners





## Unit 15: Periodic Cleaning of Hard and Semi-hard Floors

**Unit reference number:** J/502/2293

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

This unit is about the cleaning of hard and semi-hard floors by using manual and mechanical equipment, to remove ground in dirt and surface coatings before applying the appropriate treatment. Learners will be able to carry out pre and post cleaning checks, clean hard and semi-hard floors and apply appropriate protective coating.

### Unit introduction

Periodic cleaning of hard and semi-hard floors is essential to the presentation of any organisation and promotes a feeling of wellbeing through the appearance of a clean and safe environment which in turns welcomes employees, customers and visitors alike.

It is essential that learners know and understand the effect of periodic floor cleaning, their own responsibilities in following organisational procedures and relevant legislation.

Learners will need to know and understand what periodic cleaning is, how to prepare for and carry out cleaning appropriately using the correct methods and techniques. They will need to know how to protect the health and safety of themselves, colleagues, the public and environment through the appropriate selection and use of personal protective equipment (PPE), hygiene, and the use of use of appropriate signage.

As part of the cleaning process for periodically cleaning hard and semi-hard floors, learners will need to know how to clean, strip and recoat different types of floor surfaces and dispose of waste safely. They will also learn the importance of checking areas and items after cleaning, checking equipment and materials are in good order and store appropriately and what action to take if any damage or deterioration is identified.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning of hard and semi-hard floors	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area and items to be cleaned 1.4 describe how to prepare work areas 1.5 explain the process for reporting damaged or deteriorating surfaces 1.6 describe the correct cleaning method, equipment and materials to use for different soil types and surfaces 1.7 select correct cleaning method, equipment and materials to use for periodic cleaning 1.8 explain the importance of following manufacturers' recommendations and instructions 1.9 list personal protective equipment for periodic cleaning of hard and semi-hard floors 1.10 explain importance of pre-testing areas to be cleaned

Learning outcomes	Assessment criteria
<p>2 Be able to carry out cleaning of hard and semi-hard floors</p>	<p>2.1 state reasons for removing dust and debris before periodic cleaning</p> <p>2.2 define the term neutralize when cleaning hard and semi-hard floors</p> <p>2.3 explain the importance of leaving floors clean, dry and neutral</p> <p>2.4 use correct cleaning methods for hard and semi-hard floors</p> <p>2.5 describe cleaning methods for hard and semi-hard floors</p> <p>2.6 explain the importance of cleaning to prescribed standards</p> <p>2.7 explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.8 explain the importance of completing work in a timely manner</p> <p>2.9 explain the importance of minimising the inconvenience to colleagues, customers and the general public</p> <p>2.10 describe procedures that can be taken to minimise inconvenience</p>
<p>3 Be able to apply protective coating to hard and semi-hard floors</p>	<p>3.1 describe types of protective coatings</p> <p>3.2 describe the correct application of different types of protective coating</p> <p>3.3 explain the importance of following manufacturers' instructions for different types of protective coating</p> <p>3.4 use correct methods for applying protective coatings</p>

Learning outcomes	Assessment criteria
<p>4 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>4.1 explain the importance of checking area and items after cleaning</p> <p>4.2 check periodic cleaning and take any necessary actions.</p> <p>4.3 describe the procedures for reporting damaged or deteriorating surfaces.</p> <p>4.4 explain the importance of returning all items after cleaning to their original position in a timely manner</p> <p>4.5 state procedures for reinstating rooms</p> <p>4.6 return items to original positions</p> <p>4.7 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>4.8 return equipment in good order to storage areas</p> <p>4.9 describe how to dispose of waste correctly</p> <p>4.10 dispose of waste correctly</p> <p>4.11 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for cleaning of hard and semi-hard floors

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; follow organisational procedures; keep to relevant regulations and legislation

*Area and items:* hard floor; types eg; concrete, hard wood, marble, tiled; semi-hard floor; types eg; vinyl, semi-hard wood, linoleum, rubber

*Prepare work areas:* follow organisational procedures; comply with relevant regulations and legislation; health and safety; choose appropriate equipment; materials; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces; procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Cleaning methods, equipment and materials:* methods eg sweeping, suction cleaning, mopping, stripping, sanding, scrubbing, applying protective coatings, burnishing, buffing; equipment: types eg PPE, use of appropriate signage, brushes/brooms, mops, buckets, scraper, scourers, vacuum cleaner and accessories, sanding machine, standard speed rotary floor machine with floor pads and drive disc, high-speed rotary machine with or without suction unit, wet-pick up machine, edging tool, polish applicator, buffing machine; materials: types eg low foaming general detergent, preparatory neutralizer, floor stripping agent, floor polish or sealant

*Surfaces and soil types:* surfaces: hard floor types eg marble, concrete, hard wood, tiled; Semi-hard floor: types eg semi-hard wood, laminate, vinyl, linoleum, rubber; soil: types eg ground in dirt, dust; food and liquid stains chewing gum, bodily fluids, grease, water damage; excess residue or film eg floor cleaners, polish, limescale

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal protective equipment:* types eg uniform, protective gloves, mask, knee pads, appropriate footwear

*Importance of pre-testing areas:* avoid damaging the surface; ensure correct method, equipment, materials used for surface

## 2 Be able to carry out cleaning of hard and semi-hard floors

*Removing dust and debris before periodic cleaning:* avoid grinding in dirt and dust; effective cleaning; satisfactory finish; avoid damage to equipment; assess area to be cleaned

*Neutralising:* remove traces of chemical strippers to ensure treatment adheres to the surface

*Importance of leaving floors clean, dry and neutral:* health and safety (slips, trips); adherence of treatment to surface; satisfactory finish

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures; ensure safe working methods

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures taken to minimise inconvenience:* coordinate with workplace; planning; carry out cleaning at an appropriate time; use of appropriate signage; appropriate method

## 3 Be able to apply protective coating to hard and semi-hard floors

*Protective coating:* types eg polishes, varnishes, lacquers, waxes, oils, sealants

*Correct application:* application methods as per manufacturers' instructions; follow organisational procedures; health and safety; after care

*Importance of following manufacturers' instructions:* to avoid accidents; to ensure cost effective use of materials or chemicals; to prolong the life of the machinery and flooring; to achieve the desired effect and finish; to avoid liability

## 4 Be able to check cleaning and resources, dispose of waste and return equipment and items

*Importance of checking area and items after cleaning:* ensure a safe environment; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; replenish resources

*Procedures for ordering and replacing resources:* follow organisational procedures; completion of appropriate documentation

*Return and safe storage:* stored safely and securely; availability for next user; prevents misuse; prolong life of equipment; others know where to access the cleaning items

*Procedures for reinstating rooms:* follow organisational procedures; return room to original state; ensure room is ready for use; report any damage or risks to supervisor/appropriate person

*Waste disposal:* health and safety; follow organisational procedures; comply with relevant legislation; waste slurry and used chemicals to be disposed of according to manufacturers' instructions; separation methods (colour coding, labelling, containers, recycled waste); transporting and storage; complete appropriate documentation

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

This unit must be delivered so that it gives the learner as many opportunities as possible to learn the skills, knowledge and understanding of how to clean hard and semi-hard floors.

Learners could work-shadow more experienced members of the organisation to learn the skills required to operate the machinery safely.

Hand-outs could be used to give additional information on reporting procedures, machinery, chemicals and legislation.

DVD on different equipment, chemicals, and methods can be used as additional support material along with specific hand-outs.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment using complete appropriate documentation and learner's answers to allow internal and external verification to take place.

For learning outcome 1, the learner should be observed making the initial preparations for cleaning ie assess the area; select the correct cleaning method, equipment and material. The learner should be able to outline the safe use of cleaning agents, chemicals and equipment; explain the importance of following manufacturers' instructions and recommendations and wear the correct personal protective equipment.

Learning outcome 2 can be covered by a practical task using the correct cleaning methods for periodic cleaning of hard and semi-hard floors. The learner should be able to state the reasons for removing dust and debris, define the term 'neutralise' and explain why it is important to leave floors clean, dry and neutral. The learner will show the correct cleaning methods, and explain the importance of cleaning to a prescribed standard. The learner will explain the consequences of using incorrect solutions, equipment and cleaning methods. The learner will explain the importance of completing work in a timely manner and minimising the inconvenience to colleagues, customers and general public.

Learning outcome 3 can be covered by completing the task using the correct types of protective coatings, application, method and material, explaining the importance of following manufacturers' instructions for the different types of coating.

With learning outcome 4, learners will check the area and the equipment and reinstate the room. The learner will dispose of the slurry, and clean and return the equipment to a secure storage area.



Questions can be asked while the observation is being carried out on how and where to dispose of slurry, safety aspects and cleaning and returning of machinery. The learner should complete a stock and order sheet recording what supplies are required and by when. They will describe their work's procedure for ordering and replacing resources.

### Essential resources

Learners should have access to a variety of surfaces to be cleaned and a variety of machinery and methods for cleaning the surfaces.

### Indicative resource materials

#### Textbooks

Dianne Canwell, David Pope, Trica Rivers, Caroline Roberts, Ruth Whaites – *Cleaning, First Edition* (Published 2009) ISBN 9780435501204

Gill Hallsworth — *A Cleaner's Handbook*- (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780952030201

J K P Edwards — *Floors and Their Maintenance* – (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780947567309

John Kenneth Parkes Edwards — *Basic Principles of floor maintenance* – (available from [www.cresta-books.co.uk](http://www.cresta-books.co.uk)) ISBN 9780947567651

#### Journals

Cleaning Matters – Cleaning Matters

Cleaning Hygiene Today – MPP Ltd Magazines

The Voice – British Cleaning Council

#### Websites

<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.cresta-books.co.uk">www.cresta-books.co.uk</a>	Books about cleaning, cleaning management, cleaning science and floor maintenance
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive



## Unit 16: Periodic Cleaning of Soft Floors and Furnishings

**Unit reference number:** L/502/2294

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

This unit is about cleaning soft floors and furnishings including the removal of stains and applying treatments. The unit covers specialist cleaning methods such as hot-water extraction, shampooing, dry powder and granule treatments. Learners will be able to carry out pre and post checks, clean soft floors and furnishings using appropriate equipment and applying appropriate treatments.

### Unit introduction

The periodic cleaning of soft floors and furnishings is important to ensure constantly usability, to maximise their longevity, give them a pleasant appearance and make them safe to use.

This unit will introduce a learner to what periodic cleaning entails. Learners will understand the importance of assessing the items to be cleaned and preparing the area in a way which ensures the correct cleaning methods and cleaning materials are selected.

The learner will understand why they are using specific cleaning methods and materials for specific types of soft floor and furnishings. Methods will include, water extraction, shampooing, dry powder and granule treatments and the use of appropriate pre-treatments of surfaces to remove any heavy soilage and staining.

Once the items have been cleaned, learners will know the importance of checking the items and area, ensuring that all the equipment used is stored correctly in a clean and safe manner and that waste is disposed of correctly.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning of soft floors and furnishings	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area and items to be cleaned 1.4 describe how to prepare work areas 1.5 explain the process for reporting damaged or deteriorating surfaces 1.6 describe the correct cleaning method, equipment and materials to use for different soil types and surfaces 1.7 select correct cleaning method, equipment and materials to use for periodic cleaning 1.8 explain the importance of following manufacturers' recommendations and instructions 1.9 list personal protective equipment for periodic cleaning of soft floors and furnishings 1.10 state procedures for pre-testing areas to be cleaned 1.11 explain importance of pre-testing areas to be cleaned

Learning outcomes	Assessment criteria
2 Be able to carry out cleaning of soft floors and furnishings	<p>2.1 state reasons for removing dust and debris before periodic cleaning</p> <p>2.2 explain how and when to pre-treat an area for heavy soiling or stains</p> <p>2.3 state materials which are colourfast and shrink-resistant</p> <p>2.4 use correct cleaning methods for soft floors and furnishings</p> <p>2.5 describe cleaning methods for soft floors and furnishings</p> <p>2.6 explain the importance of cleaning to prescribed standards</p> <p>2.7 explain the consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.8 explain the importance of completing work in a timely manner</p> <p>2.9 explain the importance of minimising the inconvenience to colleagues, customers and the general public</p> <p>2.10 describe procedures that can be taken to minimise inconvenience</p>

Learning outcomes	Assessment criteria
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check periodic cleaning and take any necessary actions</p> <p>3.3 describe the procedures for reporting damaged or deteriorating surfaces.</p> <p>3.4 explain the importance of returning all items after cleaning to their original position in a timely manner</p> <p>3.5 state procedures for reinstating rooms</p> <p>3.6 return items to original positions</p> <p>3.7 explain why equipment and materials should be returned in good order to a secure storage area</p> <p>3.8 return equipment in good order to storage areas</p> <p>3.9 describe how to dispose of waste correctly</p> <p>3.10 dispose of waste correctly</p> <p>3.11 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for cleaning of soft floors and furnishings

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; follow organisational procedures; keep to relevant comply with regulations and legislation

*Area and items:* soft flooring; furnishings; items eg carpets, matting, furnishings, synthetic furnishings; upholstery eg cushions, covers, curtains, sofas, beds

*Prepare work areas:* follow organisational procedures; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces; remove loose dust, debris and waste; remove items and furniture; procedures for dealing with lost property and unattended items;

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Cleaning methods, equipment and materials:* methods eg suction cleaning, pile agitation, bonnet mopping, carpet skimming, water extraction, dry solvent application, shampooing; dry powder/granule treatment, pile realignment; equipment: types eg PPE, use of appropriate signage, buckets, cloths, brushes, spray bottles, ladders, vacuum cleaner and accessories, shampooing machine, carpet rotary machine and pads/ bonnet mop, hot water extraction machine, steam cleaner, pile lifting rake; materials: eg carpet and upholstery cleaning solutions; dry powder/granules, solvent, specialist stain removers, deodoriser

*Surfaces and soil types:* surfaces types; natural fibre carpets or matting; man made or synthetic fibre carpets or matting; natural or man made/synthetic furnishings or upholstery (cushions, covers, curtains, sofas, beds); soil types eg dust, dirt, grime, food and liquid stains, chewing gum, oil or grease based stains, bodily fluids, pet soiling

*Importance of following manufacturers' recommendations and instructions:* follow organisational procedures; health and safety; preserve manufacturers' warranty; prolong life of equipment and materials; fulfil service level agreements; to avoid liability

*Personal Protective Equipment:* types eg uniform, apron, gloves, goggles, facemask, appropriate footwear

*Procedures for pre-testing areas:* follow manufacturers' instructions; test treatment on an inconspicuous area to ensure surface will not be damaged

*Importance of pre-testing:* avoid damaging the surface; ensure correct method, equipment, materials used for surface

## 2 Be able to carryout cleaning of soft surfaces and finishes

*Remove dust and debris before periodic cleaning:* reasons eg further staining does not occur by rubbing in dust/dirt, aid effectiveness of cleaning, any soil stains can be identified more easily

*How to pre-treat an area for heavy soiling or stains:* remove any dust or debris; identify soiling or stain; identify suitable pre-treatment; follow manufacturers' instructions; pre-test on a small area out of sight; adjust dilution rates according to extent of soiling or stain; correct PPE

*When to pre-treat an area for heavy soiling or stains:* when regular cleaning methods and or materials and equipment would not be able to achieve the required standard of cleaning

*Materials that are colourfast and shrink resistant:* types eg indicated on labelling from manufacturer, materials that have been treated to be colourfast/shrink resistant, made/synthetic materials

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures; prolong the life of soft furnishings and finishes

*Consequences of incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; liability for damage; business reputation; loss of business; loss of manufacturers' warranty

*Importance of completing work in a timely manner and minimising inconvenience:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Procedures taken to minimise inconvenience:* coordinate with workplace; preparation; planning; timing; use of appropriate signage

## 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

*Importance of checking area and items after cleaning:* ensure cleaning is carried out to agreed standard; ensure a safe environment is left after cleaning; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; ensure area available for use; replenish resources

*Return and safe storage:* stored safely and securely; availability for next user; prevents misuse; prolong life of equipment; others know where to access the cleaning items

*Procedures for re-instating rooms:* follow organisational procedures; return room to original state; ensure room is ready for use; report any damage or risks to supervisor/appropriate person

*Waste disposal:* follow manufacturers' instructions for safe disposal; environmental concerns; comply with legislation; using separation methods eg colour coding, labelling, containers, recycled waste; transportation and storage; health and safety considerations; complete appropriate documentation

*Procedure for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation



## Essential guidance for tutors

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### Delivery

Learners need to be given the opportunity to participate in as wide a range of activities as possible as this will promote greater knowledge and understanding of how to implement the tasks.

Due to the use of both manmade and natural fibres in soft floor finishes and furnishings, it is important that the learners understand the importance of using correct cleaning methods, chemicals and equipment for the surface, the amount of soilage and the soft floor or furnishing being cleaned. How to prepare for the periodic cleaning of soft floors and furnishings should be covered.

Learners will need to be made aware of the Health and Safety implications and effects of working with chemicals on the operative and anyone coming into contact with the cleaning operation.

It is also important that the learners appreciate the results of using the incorrect methods and materials to clean soft floors and furnishings and the possibility of shrinkage and or colour bleaching and its implication in both financial terms and to the reputation of the learner's employer. Learners should know the procedures used by the organisation for reporting damage or deteriorating surfaces.

Learners should be encouraged to discuss the processes with the staff responsible for the periodic cleaning. This will help develop the learners' appreciation of the diverse methods of cleaning that are used to soft floors and furnishings. They should be encouraged to evaluate their experiences of cleaning such surfaces.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit. The three learning outcomes could be assessed together by observing the learner carrying out the tasks.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning. These suggestions could be used to assess the assessment criteria that have not been observed.

No matter what assessment method is used, there must be a record kept of assessment using complete appropriate documentation and learners' answers to allow internal and external verification to take place.

With learning outcome 1, learners could be observed as they prepare to clean a soft floor or furnishing. The learner will describe how to prepare work areas, explain the process for reporting damaged or deteriorating surfaces, and be able to describe the correct cleaning method, equipment and materials to use for different soil types and for manmade or natural fabrics.

The learner should select the correct cleaning method, equipment and materials, explain the importance of following manufacturer recommendations and instructions. Finally the learner will wear the appropriate personal protective equipment required for the periodic cleaning of soft floors and furnishings. The learner will demonstrate knowledge of the importance of pre-testing areas prior to starting the clean.

For learning outcome 2, an observation could be used to allow the learner to show and explain the importance of removing dust and debris prior to periodic cleaning and be able to explain how and when to pre-treat areas. The learner will also demonstrate knowledge of the consequences of using incorrect solutions, equipment and cleaning methods.

The learner will complete the work in a timely manner, therefore minimising inconvenience to customers, colleagues and the general public and be able to explain the procedures that can be taken to minimise inconvenience.

Finally for learning outcome 3, the learner can be observed, and with questioning explain the importance of checking the soft floors and furnishings after periodic cleaning. Learners should take action where required and explain the importance of returning all items to their original positions in a timely manner to a secure storage area. Checking of the equipment should take place and any problems should be reported according to the organisation's procedures. The procedures for re-instating rooms should be demonstrated.

### **Essential resources**

A variety of machinery and materials to undertake the periodic cleaning of a variety of soft floors and furnishings should be available for the learner use.

### **Indicative resource materials**

#### **Textbooks**

*Carpet Care Guide* – available via BICSc

Eric M Brown – *Fundamentals of Carpet Maintenance* (PA Brown & Associates, 1986)  
ISBN 9780950844695

#### **Journal**

Tomorrow's Cleaning

Cleaning and Hygiene Today

Cleaning and Maintenance Magazine

**Websites**

<a href="http://www.bics.org.uk">www.bics.org.uk</a>	Independent, professional and educational body within the cleaning industry
<a href="http://www.cleaningindustry.org">www.cleaningindustry.org</a>	Cleaning and Support Service Association
<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.ncca.co.uk">www.ncca.co.uk</a>	The National Carpet Cleaners Association



## **Unit 17: Working Safely at Heights in the Cleaning and Support Services Industry**

**Unit reference number:** R/502/2295

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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### **Unit aim**

Learners will be able to state employee responsibilities under the Health and Safety at Work Act and know the relevant industry guidance in relation to working at heights. Learners should understand the risks involved and be able to undertake risk assessments. They will also know the appropriate relevant personal protective equipment for the job and be able to use fall equipment correctly. Learners may be required to work either internally or externally.

For the purpose of this unit a height is defined as a place above ground level from which a person can be injured by falling.

### **Unit introduction**

Learners will be taught how to follow health and safety procedures when working at heights by using the risk assessment approach that the Work at Height Regulations are based on. This unit will give learners the opportunity to carry out risk assessments and implement any control measures that are needed. It will cover how to report risks and the industry guidelines for working at heights.

Using equipment correctly is fundamental to this unit. Learners will be able use fall protection equipment and understand the importance of complying with their organisation's policies and procedures. Learners will learn how to choose and use the correct Personal Protective Equipment (PPE). The safe carrying and handling of the equipment is an essential part of this industry and learners will learn how to put into practice all the methodologies involved in this area.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for working at heights	1.1 describe how the Health and Safety at Work Act supports and regulates working practices 1.2 describe risks associated with working at heights 1.3 carry out a risk assessment 1.4 describe how to carry out a risk assessment 1.5 describe procedures for reporting risks 1.6 explain the importance of control measures and the need for compliance 1.7 outline industry guidance for working at heights
2 Be able to work safely at heights	2.1 explain the importance of safe working practices 2.2 list personal protective equipment for working at heights 2.3 explain correct procedures for carrying and handling objects 2.4 use fall protection equipment correctly 2.5 describe the correct use of fall protection equipment 2.6 explain the importance of complying with an organisation's policies and procedures

## Unit content

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### 1 Be able to prepare for working at heights

*How Health and Safety at Work Act supports and regulates working practices:* Current legislation including Work at Height Regulations (2005) plus Amendment Regulations (2007); safeguards all personal in a working environment; Regulations hierarchy

*Risks associated with working at heights:* falling; dropping tools and debris; stability of ladders; the working area eg fragile roofs, overhead cables; equipment; other people in the vicinity

*Risk Assessment:* Difference between hazard (potential to cause harm) and risk (likelihood of hazard being realised); identify the hazard; weigh up the risk; how to control risk; implement control strategy; record; review; assess using other regulations

*Procedures for reporting risks:* follow company procedures for reporting risks; inform supervisor; complete appropriate documentation

Importance of control measures: to prevent accidents; protect everyone exposed to harm with an accepted code of practice

*Industry guidance for working at heights:* Current legislation; Work at Height Regulations (2005); organisation procedures; all work at height is properly planned and organised; those involved in work at height are trained and competent; equipment for work at height is appropriately maintained and inspected; the place where work at height is done is safe; the risks from fragile surfaces are properly controlled; the risks from falling objects are properly controlled; take into account weather conditions

### 2 Be able to work safely at heights

*Importance of safe working practices:* to reduce risks of accidents; to prevent accidents; reduce damage to equipment

*Personal protective equipment:* types eg safety shoes, helmets, non-slip shoes, grip gloves, water-proof clothing high-viz jacket, goggles, harnesses

*Procedures for carrying and handling objects:* correct manual handling techniques eg does it need to be lifted, use of mechanical aids; comply with current legislation; know your limits and capabilities

*Correct use of fall protection equipment:* use as recommended by the manufacturer; check and maintain the systems; equipment eg body harnesses, goggles, anchors; comply with organisational procedures

*Importance of complying with organisation policies and procedures:* to ensure the safety of all staff and general public; ensure personal safety

## Essential guidance for tutors

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### Delivery

Learners should be given the opportunity to understand the typical risks, hazards and safety issues that are associated with working at heights. This will create a greater understanding of their role and the employer's role in reducing the risks they will face. Learners need to understand the procedures for dealing with risk assessments and safety hazards across all aspects of the unit and should produce full risk assessments and understand control measures.

Learners should be given the opportunity to participate in all activities, as this will promote greater knowledge and a practical understanding of how risks can be avoided or reduced. While participating, learners should wear appropriate PPE for the activity. Where possible learners should visit organisations using alternative fall protection equipment and undertaking different cleaning and support services.

Learners should also be given the opportunity to be involved in carrying and handling other pieces of equipment and to adhere to the procedures involved. Reporting procedures to supervisors for risks, hazards and faulty or damaged equipment should also be practiced. Throughout the delivery, the importance of complying with the organisation's policies and procedures must be covered.

### Assessment

All parts of the assessment criteria must be completed satisfactorily for the learner to achieve the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment complete appropriate documentation and learner's answers to allow internal and external verification to take place.

For learning outcome 1 and learning outcome 2, the learner should carry out a risk assessment prior to working at heights. The assessor should check the learner understands the health and safety policies; the correct procedures for carrying and handling objects as well as the importance of control measures and the need for compliance. The learner should wear the appropriate personal protective equipments and use fall protection equipment properly. A discussion or series of short questions and answers could be used to assess the risks of working at heights; the procedures for reporting risks and the importance of control measures.



## Essential resources

The learner must have access to and use of the equipment required when working at heights. They must also have access to health and safety policies and procedures that meet legal and operating requirements.

## Indicative resource materials

### Textbooks

Duncan M, Highway P, Chadder P – *Health and Safety at Work Essentials* (Henmans LLP, 2010) ISBN 9781906971373

Stranks J – *The A-Z of Health and Safety* (Thorogood, 2006) ISBN 9781854183873

### Journals

HSW Magazine

### Websites

[www.direct.gov.uk](http://www.direct.gov.uk)

Public Service website

[www.hse.gov.uk/falls/campaign/personalequipment](http://www.hse.gov.uk/falls/campaign/personalequipment)

[www.hse.gov.uk/falls](http://www.hse.gov.uk/falls)

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.hse.gov.uk/pubns/indg143.pdf](http://www.hse.gov.uk/pubns/indg143.pdf)

Website for manual handling techniques



**Guided learning hours: 22**

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for cleaning with water-fed pole systems	1.1 describe ways to reduce risks when working with water-fed poles 1.2 state the importance of using control measures derived from a risk assessment 1.3 explain the effects of different payloads on vehicles used in cleaning with water-fed pole systems, including overloading 1.4 assess the area to be cleaned 1.5 select correct cleaning methods and materials for water-fed pole systems 1.6 describe correct cleaning methods, equipment and materials for different soil types and surfaces 1.7 list personal protective equipment for cleaning with water-fed pole systems 1.8 state the importance of using appropriate hazard warning signs

Learning outcomes	Assessment criteria
2 Be able to carry out cleaning with water-fed pole systems	<p>2.1 state the importance of conducting regular checks on all equipment.</p> <p>2.2 check equipment prior to cleaning.</p> <p>2.3 state the importance of and process for reporting damaged equipment.</p> <p>2.4 explain the importance of not using faulty equipment</p> <p>2.5 identify different surfaces and soil types.</p> <p>2.6 explain the importance of selecting the correct length of water-fed pole.</p> <p>2.7 select the correct length of water-fed pole.</p> <p>2.8 use correct cleaning methods to clean with water-fed pole systems</p> <p>2.9 describe correct cleaning methods for cleaning with water-fed pole systems</p> <p>2.10 describe the construction of water-fed poles, including materials and equipment</p> <p>2.11 state the uses of different types of water-fed poles</p> <p>2.12 state the importance of using purified water rather than cleaning materials when cleaning with water-fed pole systems</p> <p>2.13 state the importance of having a designated contact person when working alone</p>

Learning outcomes	Assessment criteria
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of keeping the water tank free of soil and build up of residues.</p> <p>3.2 clean water tanks to remove residue build up</p> <p>3.3 describe how to clean water tanks to remove residue build up</p> <p>3.4 replace water filters.</p> <p>3.5 state the importance of replacing water filters in a timely manner.</p> <p>3.6 explain the importance of preventing the spread of legionella and other bacteria.</p> <p>3.7 state the importance of correct storage of tank systems</p> <p>3.8 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for cleaning with water-fed pole systems

*Ways to reduce risks when working with water-fed poles:* risk assessment to identify hazards and preventative measures; PPE, regular checking of equipment and reporting damaged equipment; cordon off working area with appropriate use of appropriate signage; not working in poor weather conditions eg high winds, lightning; staying away from overhead power sources; communication with colleagues

*Importance of using control measures derived from a risk assessment:* reduce likelihood of identified risks; maintain health and safety of self, colleagues, customers and public

*Effects of different payloads on vehicle:* change to handling and braking of vehicle; risks of overloading making it very dangerous; responsibility resting with the driver

*Area:* types eg domestic and commercial areas containing windows, glass, laminates, facades and other highly polished surfaces

*Cleaning methods, equipment and materials:* water fed pole system of cleaning; equipment: types eg, water-fed poles, hose reels, trolleys, brushes and heads, vessels, resin, pumps and controllers; materials: purified water – no detergents

*Soil types and surfaces:* surfaces: types eg glass, laminates, polished surfaces, facades, fascias, guttering or decorative cladding; soil: types eg dust, dirt, grime, bird droppings, road film, tree sap, insect excreta, mildew, moss

*Personal protective equipment:* types: hard hats as use of water fed poles may dislodge fabric of building; wet gloves; grip gloves; wet weather clothing; protective goggles if required; hi-visibility clothing

*Importance of using appropriate hazard warning sign:* avoid accidents; avoid injury to self, colleagues, general public

### 2 Be able to carry out cleaning with water-fed pole systems

*Importance of conducting checks on all equipment:* health and safety; identify damage or deterioration to keep equipment working effectively

*Checking equipment:* safety checks before use; PAT labels

*Importance of and process for reporting damaged equipment:* avoid accidents; avoid injury to self and others; company procedures; company procedures for reporting damaged equipment; complete appropriate documentation

*Importance of not using faulty equipment:* health and safety; avoid accidents or 'near misses'; avoid injury to self or others; to avoid liability

*Importance of selecting the correct length of water-fed pole:* effective and efficient cleaning; to ensure correct weight of pole for the height to be cleaned; health and safety issues

*Correct cleaning method:* using legs instead of arms by stepping a single stride forward and back; Pole sharing with other members of the team; switching from the left hand side of the body to the right, and vice versa; taking regular breaks

*Construction of water-fed poles, including materials and equipment:* types eg carbon; fibre glass; aluminium, carbon mix composite poles (best used if any danger of electrocution)

*Uses of different types of water-fed poles:* poles built for different jobs; for higher cleaning tasks poles have to be lighter to enable them to be lifted; areas where electrocution is a risk use composite poles

*Importance of using purified water rather than cleaning materials:* when purified, water behaves like a solvent and bonds all dirt and debris to it; no trace elements/minerals left on the surface as it all runs off; no detergents run off into ground

*Importance of having a designated contact person when working alone:* in case of accident or emergency

### **3 Be able to check cleaning and resources, dispose of waste and return equipment and items**

*Importance of keeping the water tank free of soil and build up of residues:* effectiveness and efficiency of equipment; prolong life of equipment; reduce risk of bacteria

*Clean water tanks to remove residue build up:* flush tank with clean purified water; drain tank and store in cool place

*Importance of replacing water filters in a timely manner:* to ensure the water is purified correctly; efficient cleaning takes place; follow manufacturers' specifications for warranty;

*Importance of preventing the spread of Legionella and other bacteria:* to prevent health and safety risk to the operator, colleagues and general public

*Importance of correct storage of tank system:* avoid bacteria growth; equipment ready for use

*Procedures for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation



## Essential guidance for tutors

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### Delivery

Learners should be given opportunities to understand the typical risks, hazards and safety issues that are associated with cleaning with water-fed pole systems. This will create a greater understanding of their role and the employer's role in fulfilling appropriate responsibilities. Learners need to understand the procedures for dealing with risk assessments and safety hazards across all aspects of the unit and should produce full risk assessments and understand control measures. They should be given the opportunity to participate in these activities as this will promote greater knowledge and understanding of how risks can be avoided or reduced.

Learners should have the opportunity to use more than one type of water-fed pole system. They should replace water filters and have a full understanding of the importance preventing Legionella and other bacteria. Learners should be encouraged to draw up procedures that would prevent bacteria spreading. A visit to at least one trader where good water-tank practices are followed should be made.

Learners should also be given the opportunity to be involved in the steps to check and clean equipment and dispose of waste. This will lead to a greater understanding of the measures to reduce risks. Reporting procedures to supervisors and replacing and reporting resources should also be practised.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

Learning outcomes 1, 2 and 3 could be assessed together, as learning outcome 1 involves the preparation required to carry out the task, which is learning outcomes 2 and 3 involve checking the equipment, storage and disposing of waste.

With learning outcome 1, learners should make the preparations necessary for carrying out the task. Assessment criteria that are not covered in the preparation could be covered by a short written or verbal question-and-answer session recorded as a witness statement or on the question paper.

For learning outcome 2, learners should be able to demonstrate most of the assessment criteria and explain to their trainer the reasons for their actions. A short question-and-answer session to cover the construction of water fed poles and the importance of having a designated contact person, should be carried out and recorded for storage in the portfolio.

Finally for learning outcome 3, learners could carry out tasks to provide evidence for replacing filters, cleaning water tanks in the workplace and ordering and replacing supplies. A series of short questions could be used to ensure that the learner can explain the importance of keeping the water tank clean, the actions needed to deal with the prevention of Legionella and other bacteria as well as the importance of the correct storage of water tanks.

### Essential resources

The learner must be able to use the different types of equipment used when working using water-fed pole systems. They must also have access to health safety policies and procedures that meet legal and operating requirements.

### Indicative resource materials

#### Textbooks

Duncan M, Heighway P, Chadder P – *Health and Safety at Work Essentials* (Henmans LLP, 2010) ISBN 9781906971373

Stranks J — *The A-Z of Health and Safety* (Thorogood, 2006) ISBN 9781854183873

#### Journals

Professional Window Cleaner

HSW magazine

*Window Talk* magazine

#### Websites

[www.f-w-c.co.uk](http://www.f-w-c.co.uk)

Federation of Window Cleaners

[www.direct.gov.uk](http://www.direct.gov.uk)

Public Service website

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

## Unit 19: Internal Cleaning of Passenger Transport

**Unit reference number:** F/502/3071

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

This unit is about cleaning the internal surfaces of passenger transport (rail, aviation and coach).

### Unit introduction

Cleaning the internal surfaces of passenger transport involves preparation, carrying out the task and then checking that the correct standards have been met. All employees and employers must understand their responsibilities under current health and safety legislation in relation to the context of the work they perform.

Learners will be taught how to prepare for valeting vehicles and how to follow a work schedule. This unit will give learners the opportunity to learn how to select the right cleaning methods, equipment and material and wear the appropriate Personal Protective Equipment (PPE). It will cover the procedures that can be taken to minimise inconvenience to customers and working in a timely manner.

The learner will learn the importance of how to return clean and safe working equipment as well as checking the cleaning areas and items after cleaning. Learners will dispose of waste safely and correctly, demonstrate how damage is reported and recorded and how to deal with emergencies.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for valeting internal surfaces and furnishings	1.1 explain the purpose of a work schedule 1.2 explain the importance of thorough preparation before cleaning 1.3 assess the area to be cleaned 1.4 describe how to prepare work areas 1.5 state the importance of and process for reporting defects in surfaces 1.6 describe the cleaning method, equipment and materials to use for different soil types and surfaces. 1.7 select the cleaning method, colour coded equipment and materials to use. 1.8 explain the importance of following manufacturers' recommendations and instructions 1.9 list personal protective equipment 1.10 state recommended procedures in case of emergencies

Learning outcomes	Assessment criteria
<p>2 Be able to carry out internal valeting of surfaces and furnishings</p>	<p>2.1 explain the importance of cleaning procedures</p> <p>2.2 use the correct cleaning methods for</p> <ul style="list-style-type: none"> <li>- food areas</li> <li>- soft furnishings and carpets</li> <li>- semi-hard floors</li> <li>- furniture, fixture and fittings</li> <li>- internal glazing</li> <li>- sanitary fittings</li> </ul> <p>2.3 explain the importance of cleaning to prescribed standards</p> <p>2.4 explain the possible consequences of using incorrect solutions, equipment and cleaning methods</p> <p>2.5 explain the importance of completing work in a timely manner</p> <p>2.6 explain the importance of minimising the inconvenience to colleagues, customers and the general public.</p> <p>2.7 describe the range of procedures that can be taken to minimise inconvenience</p>
<p>3 Be able to check cleaning and resources, dispose of waste and return equipment and items</p>	<p>3.1 explain the importance of checking area and items after cleaning</p> <p>3.2 check general cleaning and take any necessary actions</p> <p>3.3 describe the procedures for reporting damage to equipment, surfaces and premises</p> <p>3.4 explain why equipment and materials should be returned in a working, clean and safe order to storage areas</p> <p>3.5 return equipment in a clean, safe and working order.</p> <p>3.6 describe how to dispose of waste</p> <p>3.7 dispose of waste correctly</p> <p>3.8 describe the procedures for ordering and replacing resources</p>

## Unit content

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### 1 Be able to prepare for valeting internal surfaces and furnishings

*Purpose of work schedule:* sets out frequency of cleaning; location of cleaning; what is being cleaned; time allocated; information eg methods, equipment, materials chemicals, special instructions; identifies accountability; ensures consistency

*Importance of thorough preparation:* availability of materials and equipment; allow for accessibility of area; increased efficiency; minimise risk; minimise accidents (slips, trips, falls); reduce cross-contamination; follow organisational procedures; comply with relevant regulations and legislation

*Area:* internal passenger transport eg rail, aviation and coach; areas including food areas; soft furnishings and carpets; semi-hard floors; furniture; fixture and fittings; internal glazing; sanitary fittings

*Assess and prepare work areas:* follow organisational procedures; relevant comply with regulations and legislation; health and safety; equipment; materials; risk assessment eg adequate ventilation, use of appropriate signage, protect surrounding surfaces; procedures for dealing with lost property and unattended items; remove loose dust, debris and waste

*Importance of and process for reporting defects in surfaces:* to ensure the health and safety of the employee and the customer; follow organisational procedures for reporting defects; use appropriate communication eg verbal, written

*Cleaning methods:* types eg damp wiping, mopping, sweeping, scraping scrubbing, suction cleaning, glass cleaning, buffering stains, graffiti removal, low and high dust control, wall washing, cleaning in Place (CIP), spot cleaning;

*Equipment:* types eg PPE, colour coded equipment where appropriate, cloths, buckets, mops, wet suction, scrubbing machine, floor maintenance machine and pads, polish applicator, ladders, vacuum cleaner and accessories; material: types eg; detergents, sanitizer, disinfectant, hard surface cleaner, glass cleaner, degreaser, toilet cleaner, upholstery shampoo, chewing gum remover, stain remover, graffiti remover

*Surfaces and soil types:* surface types eg carpet, upholstery, glazed, plastic, semi-hard floors, stainless steel; soil types: eg dust and dirt, food and liquid stains, chewing gum, oil/grease based stains, bodily fluids

*Importance of following manufacturers' recommendations and instructions:* health and safety of the operator; to avoid accidents; preserve the manufacturers' warranty; prolong the life to the equipments and materials; fulfil service level agreements; to avoid liability

*Personal Protective Equipment:* types eg uniform, aprons, gloves, goggles, visor, appropriate footwear

*Recommended procedures in case of emergencies:* raise alarm with appropriate person as soon as possible; safety of self; colleagues and others; locate qualified first-aider if appropriate

## 2 Be able to carry out internal valeting of surfaces and furnishings

*Importance of cleaning procedures:* ensure effective cleaning; maintain business reputation; sustain consistency of cleaning standards; make efficient use of time and resources; prevent cross-contamination; follow organisational procedures; comply with relevant regulations and legislation

*Importance of cleaning to the prescribed standards:* maintain hygiene standards; enhance business reputation; fulfil service level agreements; to avoid liability; follow organisational procedures

*Consequences of using incorrect solutions, equipment and cleaning methods:* damage to surfaces and areas; inefficient cleaning; increased cleaning time; poor cleaning results; damage to equipment; to avoid liability; business reputation; loss of business

*Importance of completing work in a timely manner:* limits inconvenience; ensure area ready for use when required; meet service level agreement; maintain costs; business reputation (employee, employer)

*Reasons and procedures to minimise inconvenience:* coordinate with workplace; planning and preparation of equipment and materials; appropriate timing; clear use of appropriate signage

## 3 Be able to check cleaning and resources dispose of waste and return equipment and items

*Importance of checking area and items after cleaning:* ensure cleaning carried out to agreed standard; ensure a safe environment is left after cleaning; follow health and safety guidelines; fulfil service level agreement; maintain business reputation; complete work to the required standard; ensure area available for use; check stock

*Procedures for reporting damage:* follow organisational procedures; comply with regulations and legislation; complete appropriate documentation

*Return and safe storage:* stored safely; securely; available for next user; prevents misuse; prolongs the life of the equipment

*Waste disposal:* waste types eg routine, non-routine; disposal; using separation methods eg colour coding, labelling, containers, recycled waste; transportation and storage; Health and safety considerations; complete appropriate documentation where appropriate

*Procedures for ordering and replacing resources:* follow organisational procedures; complete appropriate documentation

## Essential guidance for tutors

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### Delivery

Learners should be given the opportunity to participate in the activities, as this will promote greater knowledge and understanding of how to implement the tasks.

Learners should be given an understanding of the importance of careful preparation and checking of the cleaning of a passenger transport vehicle. Learners should be given opportunities to understand the importance of work schedules, how reporting systems work and the kind of damage or deterioration that occurs on the vehicles.

Learners need to understand the procedures for preparing and carrying out cleaning duties. This should include the disposal of waste, the use of correct PPE, following manufacturer's instructions and checking the quality of the work carried out.

Learners should also understand the importance of following organisational procedures, complying with relevant regulations and legislation to maintain health safety standards.

Learners should have their knowledge enhanced by cleaning more than one type of passenger transport vehicle and cleaning different surfaces wherever possible. In addition, learners should order and replace resources and be involved in the steps of reporting damage to equipment.

### Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment documentation and learner's answers to allow internal and external verification to take place.

Throughout the assessment learners should demonstrate an understanding of why they must work in a timely manner and not inconvenience customers. Learners must also show they know how to follow emergency procedures.

Learning outcomes 1 and 2 could be assessed together, as one involves the learner making appropriate preparation and then carrying out the task.

For learning outcome 1, learners should be given access to work schedules and an organisation's policies and procedures. Learners must use real-time examples to demonstrate on-site assessment of the area to be cleaned and the cleaning methods, equipment and material needed for a specific task. A short question-and-answer session between the learner and the trainer, explaining the different PPE required, the reporting systems in place and the procedures for emergencies, would fulfil the rest of this outcome. The trainer should provide a witness statement explaining the content of the session for the learner to place in their portfolio.



With learning outcome 2, learners must use real-time examples to demonstrate they can carry out the correct cleaning methods in all areas wearing the appropriate personal protective equipment. A short question-and-answer paper or session to cover the consequences of using incorrect solutions and equipment, and the importance of not inconveniencing customers and working in a timely manner, would fulfil the rest of this outcome.

Finally, learning outcome 3 can be covered by learners carrying out tasks that provide evidence demonstrating how to check cleaning areas and dispose of waste correctly. Learners should also return equipment they have used according to the organisation's procedures. A scenario should be set up to allow the learner to report damage, dispose of waste and order resources if the opportunity has not arisen in the course of the learner's practical experience.

### Essential resources

The learner must have access and the opportunity to use the different types of equipment on different surfaces when cleaning passenger transport vehicles. They must also have access to organisation policies and procedures and wear appropriate PPE.

### Indicative resource materials

#### Textbooks

Duncan M, Heighway P, Chadder P – *Health and Safety at Work Essentials* (Henmans LLP, 2010) ISBN 9781906971373

Stranks J – *The A-Z of Health and Safety* (Thorogood, 2006) ISBN 9781854183873

#### Journals

HSE – 'Reducing ill health and accidents in motor vehicle repair'

*Cleaning Matters* magazine

#### Websites

<a href="http://www.cleaning-matters.co.uk">www.cleaning-matters.co.uk</a>	Online cleaning magazine
<a href="http://www.cleaner.com">www.cleaner.com</a>	Online cleaning magazine
<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Public Service website
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.icmma.org.uk">www.icmma.org.uk</a>	Industrial Cleaning Machine Manufacturers' Association

## Further information and useful publications

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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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## How to obtain National Occupational Standards

Asset Skills  
2 The Courtyard  
48 New North Road  
Exeter  
EX4 4EP

Telephone: 01392 423 399/0845 678 2 888  
Email: [info@assetskills.org](mailto:info@assetskills.org)

### Asset Skills cleaning sector contact details:

Telephone: 0845 678 2 888  
Email: [cleaning@assetskills.org](mailto:cleaning@assetskills.org)

# Professional development and training

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Pearson supports UK and international customers with training related to BTEC 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.

## **BTEC training and support for the lifetime of the qualifications**

**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 other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)



## Annexe A

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### The Pearson/BTEC qualification framework for the Cleaning and Support Services sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3				Pearson Edexcel Level 3 NVQ Certificate in Management
2			Pearson BTEC Level 2 Award in Cleaning Principles Pearson BTEC Level 2 Certificate in Cleaning Principles Pearson L2 BTEC Award and Certificate in Team Leading	Pearson Edexcel Level 2 Award in Cleaning and Support Services Skills Pearson Edexcel Level 2 Certificate in Cleaning and Support Services Skills Pearson Edexcel Level 2 Diploma in Cleaning and Support Services Skills Pearson Edexcel Level 2 NVQ Certificate in Team Leading

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
1				<p>Pearson Edexcel Level 1 Award in Cleaning and Support Services Skills</p> <p>Pearson Edexcel Level 1 Certificate in Cleaning and Support Services Skills</p>

## Annexe B

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### Wider curriculum mapping

Study of the Pearson BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

#### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications, learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

#### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

#### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

#### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

#### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

#### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.





## Annexe C

### National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2 qualifications in Cleaning against the underpinning knowledge of the Level 2 NVQ in Cleaning and Support Services or National Occupational Standards in Cleaning and Support Services.

#### KEY

# indicates partial coverage of the NOS unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>National Occupational Standards in Cleaning and Support Services</b>																			
007 Deal with routine waste	#																		
016 Deal with non-routine waste	#																		
001 Make sure your own actions reduce risks to health and safety (ENTO Unit HSS1)		#																	
002 Communicate effectively with customers and others and Unit 003 Work as a team and develop yourself			#																
006 Clean and maintain external surfaces and areas				#															
010 Clean confined spaces					#														

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
011 Clean food production areas						#													
215 Clean glazed surfaces and facades							#												
209 Clean high risk areas								#											
208 Clean washrooms and replenish supplies									#										
012 Deep clean equipment and services											#								
017 Carry out maintenance and minor repairs												#							
018 Perform street cleansing manually													#						
019 Perform street cleansing by machine														#					
013 Maintain and protect hard floors															#				
014 Maintain soft floors and furnishings																#			
NOS P0042 Work safely at heights (PSSL)																	#		
021 Use a water fed pole system to clean windows and facades																		#	
Unit 205 Clean and Maintain internal surfaces and areas																			#
207 Deal with routine waste																			#
210 Clean confined spaces																			#

## Annexe D

### Mapping to Level 1 Functional Skills

Level 1	Unit number																		
English – Speaking, Listening and Communication	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
English – Reading																			
Read and understand a range of straightforward texts	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
English – Writing																			
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Level 1	Unit number																		
Mathematics – representing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	3											3				3	3		3
Identify and obtain necessary information to tackle the problem	3											3				3	3		3
Select mathematics in an organised way to find solutions	3																		
Mathematics – analysing																			
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes	3				3		3					3				3	3		3
Use appropriate checking procedures at each stage	3				3		3					3				3	3		3
Mathematics – interpreting																			
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations												3							

Level 1	Unit number																		
ICT – using ICT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Identify the ICT requirements of a straightforward task	3																		
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context			3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3
Manage information storage				3	3	3	3	3	3	3	3	3	3	3	3	3	3		3
Follow and demonstrate understanding of the need for safety and security practices																			
ICT – finding and selecting information																			
Use search techniques to locate and select relevant information	3			3	3	3	3	3	3	3	3	3	3	3	3	3	3		3
Select information from a variety of ICT sources for a straightforward task	3			3	3	3	3	3	3	3	3	3	3	3	3	3	3		3

Level 1	Unit number																		
ICT – developing, presenting and communicating information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks				3	3	3	3	3	3	3	3				3	3		3	3
Use appropriate software to meet requirements of straightforward data-handling task			3	3	3	3	3	3	3	3	3				3	3		3	3
Use communications software to meet requirements of a straightforward task	3		3	3	3	3	3	3	3	3	3				3			3	3
Combine information within a publication for a familiar audience and purpose																			
Evaluate own use of ICT tools	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

# Annexe E

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## Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Pearson website – see: 'Accreditation Information'

<b>Accreditation start/end date</b>	The first/last dates that Pearson can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Pearson.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
<b>Performance tables</b>	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
<b>Qualifications Number (QN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.
<b>UCAS points</b>	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.



## Annexe F

### BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
<b>BTEC Level 7 Advanced Professional Qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	7	<b>BTEC Level 7 Professional Qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	6	<b>BTEC Level 6 Professional Qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	5	<b>BTEC Level 5 Professional Qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	4	<b>BTEC Level 4 Professional Qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	3	<b>BTEC Level 3 Specialist Qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

<b>BTEC qualifications on the NQF</b>	<b>Level</b>	<b>BTEC Specialist and Professional Qualifications</b>	<b>BTEC qualification suites</b>
<b>BTEC Level 2 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>BTEC Level 2 Specialist Qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>BTEC Level 1 Specialist Qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 Qualifications</b> BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>BTEC Entry Level Specialist Qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level Qualifications (E3)</b> BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is usually 31 August 2010 or 31 December 2010.

<b>Qualification sizes</b>	
<b>Award</b>	1–12 credits
<b>Certificate</b>	13–36 credits
<b>Diploma</b>	37+ credits

**September 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit  
[qualifications.pearson.com](http://qualifications.pearson.com)**

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