

Pearson Edexcel Level 1 Award and Certificate in Cleaning and Support Services Skills

Pearson Edexcel Level 2 Certificate in Cleaning and Support Services Skills

Specification

Competence-based qualification

First registration August 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. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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

These qualifications were previously known as:

Edexcel Level 1 Award and Certificate in cleaning and support services skills (QCF)

Edexcel Level 2 Award, Certificate and Diploma in cleaning and support services skills (QCF)

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.)

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Summary of Pearson Edexcel Level 1 Award, Certificate and Level 2 Certificate in Cleaning and Support Services Skills specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
<p>The following qualifications have expired and have therefore been removed from this specification:</p> <p>Pearson Edexcel Level 2 Award in Cleaning and Support Services Skills (QCF) 500/9131/1</p> <p>Pearson Edexcel Level 2 Diploma in Cleaning and Support Services Skills (QCF) 500/9434/8</p>	
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	5, 6 and 9
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5, 6 and 9
QCF references removed from unit titles and unit levels in all units	25-181
Guided learning definition updated	22

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.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 1 Award and Certificate and Level 2 Certificate and Diploma in Cleaning and Support Services Skills

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 1 Award in Cleaning and Support Services Skills	500/9669/2	01/06/2010
Pearson Edexcel Level 1 Certificate in Cleaning and Support Services Skills	500/9467/1	01/05/2010
Pearson Edexcel Level 2 Certificate in Cleaning and Support Services Skills	500/9242/X	01/05/2010

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

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

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies 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.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more

Key features of the Pearson Edexcel Level 1 Award and Certificate and Level 2 Certificate in Cleaning and Support Services Skills

These qualifications:

- are nationally recognised
- are based on the Cleaning Services National Occupational Standards (NOS). The NOS and Assessment Principles and are owned by Asset Skills.

The Pearson Edexcel Level 2 Certificate in Cleaning and Support Services Skills and the Pearson BTEC Level 2 Certificate in Cleaning Principles have been approved as components required for the Cleaning and Support Services Apprenticeship framework.

What is the purpose of these qualifications?

The Level 1 qualifications provide the foundations for a variety of roles in the cleaning and support services sector. They are designed as an introduction to occupational competence. The level 2 qualifications are appropriate for cleaners working across a broad range of areas. They are designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the cleaning industry.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards. Pearson's policy is that the qualifications should:

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

What are the benefits of these qualifications to the learner and employer?

These qualifications require individuals to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the cleaning industry as defined by Asset Skills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

What are the potential job roles for those working towards these qualifications?

Potential job roles include, for example:

- Car valet
- Care worker
- Caretaker/maintenance person
- Carpet/upholstery cleaner
- Cleaner
- Food processing operative
- Hotel/accommodation room attendant
- Housekeeper
- Industrial cleaner
- Kitchen assistant/porter
- Laboratory technician
- Prison instructor
- Sterile services technician
- Street cleaner
- Window cleaner

What progression opportunities are available to learners who achieve these qualifications?

These qualifications allow learners to demonstrate competence in cleaning at a level required by the cleaning industry. Learners can progress across the level and size of the cleaning and support services competence-based qualifications and knowledge qualifications and into other occupational areas such as team leading and management.

What is the qualification structure for the Pearson Edexcel Level 1 Award in Cleaning and Support Services Skills

Qualification TQT 70

Guided Learning 57

Learners must complete a minimum of 7 credits to achieve this qualification.

Learners must achieve both units in Mandatory Group M (5 credits), plus a minimum of 2 credits from the optional units in Option Group O.

Pearson Edexcel Level 1 Award in Cleaning and Support Services Skills			
Unit	M-Mandatory Group	Credits	Level
1	T/600/6276 - Maintain Personal Hygiene Standards when Cleaning	2	1
12	M/600/2775 - Reduce Risks to Health and Safety in the Workplace	3	2
Unit	O-Option Group	Credits	Level
2	A/601/1205 - Do your Job in a Customer Friendly Way (<i>CfA imported unit</i>)	5	1
3	J/600/6279 - Work with Others and Follow Reporting Procedures	2	1
4	A/600/6280 - Work Individually and Follow Reporting Procedures in a Cleaning Environment	3	1

What is the qualification structure for the Pearson Edexcel Level 1 Certificate in Cleaning and Support Services Skills

Qualification TQT 180

Guided Learning 125

Learners must complete a minimum of 18 credits to achieve this qualification.

Learners must complete 5 credits from Group A, a minimum of 4 credits (maximum 5 credits) from Group B and a minimum of 2 credits (maximum 3 credits) from Group C.

They then choose a combination of units that add up to a minimum of 7 credits from the Option units in Groups D/E, of which a minimum of 4 credits must be taken from Group D.

If learners take the Level 2 unit 'Follow rules to deliver customer service', they cannot then take any Level 2 units from Group E.

Pearson Edexcel Level 1 Certificate in Cleaning and Support Services Skills			
Unit	M-Mandatory Group A	Credits	Level
1	T/600/6276 - Maintain Personal Hygiene Standards when Cleaning	2	1
12	M/600/2775 - Reduce Risks to Health and Safety in the Workplace	3	2
Unit	M-Mandatory Group B	Credits	Level
2	A/601/1205 - Do your Job in a Customer Friendly Way (<i>CfA imported unit</i>)	5	1
13	L/601/1614 - Follow the Rules to Deliver Customer Service (<i>CfA imported unit</i>) Barred A/600/6344 - Carry Out Maintenance and Minor Repairs Barred M/600/6342 - Clean Glazed Surfaces and Facades Barred J/600/6329 - Clean Washrooms and Replenish Supplies Barred T/600/6343 - Deal with Non-Routine Waste Barred T/600/6326 - Deal with Routine Waste Barred F/600/6345 - Perform Street Cleansing Manually Barred R/600/6348 - Work Safely At Heights	4	2

Pearson Edexcel Level 1 Certificate in Cleaning and Support Services Skills			
	M-Mandatory Group C	Credits	Level
3	J/600/6279 - Work with Others and Follow Reporting Procedures	2	1
4	A/600/6280 - Work Individually and Follow Reporting Procedures in a Cleaning Environment	3	1
	O-Option Group D	Credits	Level
5	F/600/6281 - Work in an Environmentally Friendly Way	2	1
6	J/600/6282 - Use and Store Cleaning Equipment and Agents	3	1
7	Y/600/6285 - Deal with Waste, Recyclables, Lost Property and Suspicious Packages when Cleaning	2	1
8	M/600/6292 - Use Electrically Powered Cleaning Equipment Effectively and Safely	3	1
9	T/600/6312 - Clean Surfaces using Correct Methods	3	1
	O-Option Group E	Credits	Level
14	K/600/6324 - Clean and Maintain Internal Surfaces and Areas <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	4	2
15	M/600/6325 - Clean and Maintain External Surfaces and Areas <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	4	2
16	T/600/6326 - Deal with Routine Waste <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	3	2
17	J/600/6329 - Clean Washrooms and Replenish Supplies <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	3	2
18	A/600/6330 - Clean High-risk Areas <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	5	2
19	F/600/6331 - Clean Confined Spaces <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	4	2

Pearson Edexcel Level 1 Certificate in Cleaning and Support Services Skills			
20	J/600/6332 - Clean Food Areas <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	4	2
21	L/600/6333 - Deep Clean Equipment and Surfaces <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	6	2
22	D/600/6336 - Clean, Maintain and Protect Semi-hard and Hard Floors <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	4	2
23	H/600/6337 - Clean and Maintain Soft Floors and Furnishings <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	4	2
24	M/600/6342 - Clean Glazed Surfaces and Facades <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	3	2
25	T/600/6343 - Deal with Non-routine Waste <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	3	2
26	A/600/6344 - Carry Out Maintenance and Minor Repairs <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	3	2
27	F/600/6345 - Perform Street Cleansing Manually <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	3	2
28	J/600/6346 - Perform Street Cleansing Mechanically <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	4	2
29	R/600/6348 - Work Safely At Heights <i>Barred L/601/1614 - Follow the Rules to Deliver Customer Service (CfA imported unit)</i>	3	2

What is the qualification structure for the Pearson Edexcel Level 2 Certificate in Cleaning and Support Services Skills

Qualification TQT 180

Guided Learning 130

Learners must achieve a minimum of 18 credits to achieve this qualification (maximum 25 credits):

Learners must complete 7 credits from Mandatory Group A, a minimum of 2 credits from Mandatory Group B (maximum 3 credits) and a minimum of 9 credits (from 3 units) from the Option Group O (maximum 15 credits).

Pearson Edexcel Level 2 Certificate in Cleaning and Support Services Skills			
Unit	M-Mandatory Group A	Credits	Level
10	D/600/6322 - Communicate Effectively in the Workplace	2	2
11	R/600/6351 - Develop Yourself in the Job Role*	2	2
12	M/600/2775 - Reduce Risks to Health and Safety in the Workplace	3	2
Unit	M-Mandatory Group B	Credits	Level
3	J/600/6279 - Work with Others and Follow Reporting Procedures*	2	1
4	A/600/6280 - Work Individually and Follow Reporting Procedures in a Cleaning Environment	3	1
Unit	O-Option group	Credits	Level
14	K/600/6324 - Clean and Maintain Internal Surfaces and Areas	4	2
15	M/600/6325 - Clean and Maintain External Surfaces and Areas	4	2
16	T/600/6326 - Deal with Routine Waste	3	2
17	J/600/6329 - Clean Washrooms and Replenish Supplies	3	2
18	A/600/6330 - Clean High-risk Areas	5	2
19	F/600/6331 - Clean Confined Spaces	4	2
20	J/600/6332 - Clean Food Areas	4	2
21	L/600/6333 - Deep Clean Equipment and Surfaces	6	2

Pearson Edexcel Level 2 Certificate in Cleaning and Support Services Skills			
22	D/600/6336 - Clean, Maintain and Protect Semi-hard and Hard Floors	4	2
23	H/600/6337 - Clean and Maintain Soft Floors and Furnishings	4	2
24	M/600/6342 - Clean Glazed Surfaces and Facades	3	2
25	T/600/6343 - Deal with Non-routine Waste	3	2
26	A/600/6344 - Carry Out Maintenance and Minor Repairs	3	2
27	F/600/6345 - Perform Street Cleansing Manually	3	2
28	J/600/6346 - Perform Street Cleansing Mechanically	4	2
29	R/600/6348 - Work Safely At Heights	3	2
30	L/600/6350 - Use a Water-fed Pole System to Clean Windows and Facades.	4	2

*Additional Information:

J/600/2765 Work in a Team and Develop Yourself. (If the learner has completed the SSPS qualification, this unit will be equivalent to R/600/6351-Develop Yourself in the Job Role and J/600/6279- Work with Others and Follow Reporting Procedures in a Cleaning Environment.

How are the qualifications graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

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

Asset Skills Assessment Principles

The assessment principles for these qualifications have been included in *Annexe D*. Asset Skills has worked with Awarding Organisations offering qualifications within their footprint to develop these assessment principles for units of assessment which have been submitted to the by Asset Skills. The assessment principles include details on:

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

The customer service units listed below have been imported from CfA. For these units, the CfA Assessment Strategy for the Customer Service S/NVQs (*Annexe G*) will apply.

- **A/601/1205 Do your job in a customer-friendly way**
- **L/601/1614 Follow the rules of customer service**

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment principles (*Annexe D*)/assessment strategy for CFA imported units (*Annexe G*) for information about which of the following are permissible. In addition, Asset Skill's assessment guidance (*Annexe E and F*) provides guidance on the acceptable types of evidence for each of their units.

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

Each qualification is designed to support learners working in the Cleaning sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment Principles* and *Annexe G: CfA Assessment Strategy* for Customer Service imported units.

Unit format

Each unit in this specification contains the following sections.

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

Units

Unit 1: Maintain Personal Hygiene Standards when Cleaning

Unit reference number: T/600/6276

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the standards of personal hygiene which are required when cleaning, and how to identify and report skin conditions and illnesses. It is also about personal protective equipment how to select and use it according to the task you are carrying out.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know why it is important to keep clean and hygienic in the workplace	1.1 state the importance of wearing clean clothes when cleaning 1.2 list types of jewellery and accessories which may not be worn 1.3 state why some types of jewellery and accessories may not be worn 1.4 state the importance of keeping hair, skin and nails clean and hygienic 1.5 describe why it is important to follow the organisational requirements for hand hygiene 1.6 describe the difference between washing and decontaminating hands			
2	Know how to select and use personal protective equipment	2.1 list different types of personal protective equipment which are available 2.2 state why it is important to wear personal protective equipment 2.3 state where and how to dispose of used personal protective equipment			
3	Know how to report skin conditions and illnesses	3.1 state why it is important to report cuts, grazes, skin conditions or illnesses 3.2 state how to report cuts, grazes, skin conditions or illnesses			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to cover cuts and skin conditions	4.1 list different types of treatments for cuts, grazes or skin conditions			
		4.2 explain why it is important to cover cuts, grazes or skin conditions when cleaning			
5	Be able to keep clean and hygienic in the workplace	5.1 follow organisational requirements for jewellery and accessories			
		5.2 store jewellery and accessories following organisational requirements			
		5.3 follow organisational requirements for hand hygiene			
6	Be able to select and use personal protective equipment appropriately	6.1 select appropriate personal protective equipment			
		6.2 check that the selected personal protective equipment is clean and fit for use			
		6.3 wear personal protective equipment in line with health and safety requirements			
		6.4 change personal protective equipment when necessary			
		6.5 dispose of used personal protective equipment correctly			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Do your Job in a Customer Friendly Way

Unit reference number: A/601/1205

Level: 1

Credit value: 5

Guided learning hours: 33

Unit summary

The customer service that the learner's organisation gives is affected by the way they do their job. Whatever job the learner is doing, customers expect them to do it properly. They also expect the learner to consider their wishes and feelings while they are doing it. Doing their job properly involves following procedures and doing the tasks in their job correctly as well as having the appropriate relationship with customers. This Unit covers how the learner does their job with their customer in mind in a way that the organisation and supervisors find acceptable. It will help the learner to understand the parts of their job that are most important to good customer service.

Assessment requirements/evidence requirements

This is an imported unit and therefore, the associated evidence requirements apply. These are set out below:

Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible.

Simulation is not allowed for any evidence within this Unit. (*Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 –Annexe G*)

You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

Your evidence must show that you have done your job in a customer friendly way:

- a during routine delivery of customer service
- b during a busy time in your job
- c during a quiet time in your job.

You need to include evidence that you are doing your job in a customer friendly for customers who are:

- a easy to deal with
- b difficult to deal with.

Assessment Methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Do their job in a customer-friendly way	1.1 make a good first impression 1.2 follow the dress code of their organisation and present the right personal image to their customers 1.3 do the tasks that make up their job in a way that shows they know what their customers expect and what their organisation offers 1.4 show consideration to customers when carrying out the tasks required in their job 1.5 respond willingly to routine requests and questions from customers and recognise when to pass a request on to an appropriate colleague 1.6 share information with customers about how delivery of the product or service is going 1.7 work flexibly to help individual customers without reducing the level of service they give to others 1.8 share information with colleagues when they need it to provide good customer service			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to do their job in a customer-friendly way	2.1	describe their organisation's dress code		
		2.2	describe how to do the tasks that make up their job		
		2.3	identify how long parts of the job take to do and how this may affect their customers		
		2.4	describe how to do their own work in an organised way		
		2.5	identify what their customers expect of them and their work		
		2.6	identify the organisations service offer and how this affects the way they do their work		
		2.7	state what they are allowed to do and not allowed to do for customers		
		2.8	state how to do their job in a way that is healthy and safe for them, their customers and their colleagues		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 3: Work with Others and Follow Reporting Procedures

Unit reference number: J/600/6279

Level: 1

Credit value: 2

Guided learning hours: 17

Unit summary

This unit is about working with others with the same occupation as yourself in your organisation and following the correct reporting procedures. It is about giving help to others when they need it and responding appropriately when incidents or disagreements arise.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the organisational requirements before starting work	1.1 state the procedures for entering and leaving the workplace 1.2 state the importance of following procedures for entering and leaving the workplace 1.3 state the standards of behaviour expected in the workplace 1.4 state the importance of giving a positive impression to others 1.5 state where to obtain the work schedule and instructions			
2	Know how to work as part of a team	2.1 list different ways of communicating with others in the team 2.2 state why it is important to check that they have been understood 2.3 list tasks that may be shared in the team 2.4 state the limits of own responsibility in demonstrating tasks to others 2.5 list the types of assistance that may be offered to colleagues 2.6 state how to ask for help in carrying out work			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to resolve difficult situations and who to report them to	<p>3.1 describe ways to handle disagreements so that it does not affect the work of the team</p> <p>3.2 state the importance of resolving disagreements as soon as possible</p> <p>3.3 state when and to whom disagreements should be reported</p> <p>3.4 describe risks and problems that may be encountered and how they can be dealt with</p> <p>3.5 state the organisational requirements for recording damage, breakages and disruption</p> <p>3.6 state the importance of reporting any damage, breakages and disruption caused</p>			
4	be able to work as part of a team	<p>4.1 follow the correct procedure for entering and leaving the workplace</p> <p>4.2 use the work schedule to complete the work as a team</p> <p>4.3 agree with colleagues how to share work so that the team works effectively</p> <p>4.4 welcome new colleagues to the team</p> <p>4.5 show others how to do any tasks they may not have done before, within the limits of own responsibility</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 answer work related questions from other members of the team 4.7 communicate with customers and others in a professional manner to provide any information needed			
5 be able to record and report any incidents or disagreements	5.1 report any problems which: – they are unable to deal with alone – affect health and safety – affect the reputation of the workplace 5.2 record any breakages, damage and disruption in the workplace 5.3 report any work that is incomplete and agree arrangements for finishing the work			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: **Work Individually and Follow Reporting Procedures in a Cleaning Environment**

Unit reference number: A/600/6280

Level: 1

Credit value: 3

Guided learning hours: 19

Unit summary

This unit is about working individually without the presence of a supervisor or other team members in a cleaning environment. This unit is also suitable for lone workers.

When working individually you might have to deal with team workers from other occupational areas or the general public by providing them with information, or interacting with them in another way. In these situations it is important that you act appropriately to create a positive impression of your employer and/or workplace.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to ensure own safety when working individually when cleaning	1.1 state the arrangements for contacting the appropriate person 1.2 state how often contact should be made when carrying out work 1.3 state the procedures for entering the workplace 1.4 state types of risks present in the workplace 1.5 state the importance of taking action to reduce risks in the workplace 1.6 define own level of responsibility for controlling access to the workplace 1.7 state the importance of following procedures for access to the workplace 1.8 list types of other authorised persons who can enter the workplace			
2	Know expected standards of behaviour in the workplace	2.1 state the standards of behaviour expected in the workplace 2.2 state the importance of giving a positive impression to others 2.3 list different ways of communicating with others 2.4 state why it is important to check that they have been understood			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to carry out work individually	3.1 state where to obtain the work schedule and instructions			
		3.2 define the areas in which they are authorised to carry out work			
		3.3 state the importance of assessing how own work is progressing			
		3.4 state the importance of identifying any tasks that they will be unable to complete individually			
4	Know how to follow procedures when working individually	4.1 state the organisational requirements for reporting to own employer or customer			
		4.2 state employer procedures and rules, including emergency procedures and contacts that apply to the work area			
		4.3 state the organisational requirements for recording damage, breakages and disruption			
		4.4 state the importance of reporting any damage, breakages and disruption caused			
		4.5 state the organisational requirements for leaving the workplace			
		4.6 state the importance of leaving the workplace secure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 be able to ensure own safety when working individually when cleaning	5.1 maintain agreed levels of contact with the appropriate person when carrying out work 5.2 follow the correct procedure for entering and leaving the workplace 5.3 identify risks present in the workplace 5.4 take action to reduce risks in the workplace 5.5 control access to the workplace within the limits of own responsibility 5.6 respond to customers and others and provide information that meets their needs			
6 be able to carry out work individually	6.1 use the work schedule to complete work 6.2 identify tasks they are not able to complete individually and report to the appropriate person 6.3 report any problems to the appropriate person which: <ul style="list-style-type: none"> – they are unable to deal with alone – affect health and safety – affect the reputation of the workplace 6.4 record and report any breakages, damage and disruption in the workplace 6.5 report any work that is incomplete and agree arrangements for finishing the work with the appropriate person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Work in an Environmentally Friendly Way

Unit reference number: F/600/6281

Level: 1

Credit value: 2

Guided learning hours: 12

Unit summary

Contribute to the protection of the environment by completing tasks and activities in a manner that minimises harm and causes as little damage or disturbance as possible.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to work in an environmentally friendly way	<p>1.1 state how to recognise potential wastage of energy, water, equipment and materials</p> <p>1.2 state the organisational requirements to prevent wastage</p> <p>1.3 state types of pollution in the workplace</p> <p>1.4 state types of environmental damage and describe the impact that could occur</p> <p>1.5 describe the corrective actions that would need to be taken if environmental damage occurs</p> <p>1.6 state working methods to minimise pollution and the waste of resources</p> <p>1.7 state methods of dealing with waste disposal</p>			
2	Be able to work in an environmentally friendly way	<p>2.1 carry out work in a way which minimises environmental damage</p> <p>2.2 use tools and materials in a way which minimises environmental damage</p> <p>2.3 care for equipment and materials to minimise wastage</p> <p>2.4 dispose of waste in a way which minimises environmental damage</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Use and Store Cleaning Equipment and Agents

Unit reference number: J/600/6282

Level: 1

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is about the use and storage of equipment and cleaning agents in line with organisational procedures and health and safety.

This unit is NOT suitable for cleaning washrooms.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare for cleaning the work area	1.1 state the uses of different types of personal protective equipment 1.2 state the importance of ventilating the area 1.3 state the meaning of different warning signs			
2	Know how to prepare cleaning equipment and agents	2.1 state the location of the storage area(s) and how to gain access 2.2 state the location of the nearest water and electricity supplies to the storage area 2.3 state the importance of colour coding 2.4 describe how to check that equipment is safe for use 2.5 state the organisational requirements for reporting faults 2.6 state the correct method for preparing cleaning solutions 2.7 state the meanings of warning signs used on cleaning agent containers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to use cleaning equipment and agents correctly and safely	3.1	state the health and safety legislation which applies to the use of cleaning equipment and agents		
		3.2	describe what might happen if relevant legal requirements are not followed		
		3.3	describe the correct technique for using different types of equipment		
		3.4	state why it is dangerous to mix certain types of cleaning agents		
		3.5	state the importance of following manufacturer's instructions when dealing with cleaning agents		
		3.6	state types of problems that could occur when preparing and using cleaning agents		
		3.7	state how to deal with problems that could occur when preparing and using cleaning agents		
		3.8	state why work routines and sequences need to be followed		
		3.9	state what to look for when performing a post-cleaning inspection of the surface		
		3.10	state how to reinstate the work area		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to store cleaning equipment and agents correctly and safely	4.1	identify where equipment should be stored		
		4.2	describe the correct procedures for the storage of cleaning agents		
		4.3	state the importance of the correct storage of cleaning agents		
		4.4	describe the correct method for storing equipment		
		4.5	state the importance of securing the storage area		
5	Be able to prepare for cleaning the work area	5.1	select and wear appropriate personal protective equipment for the cleaning task		
		5.2	ventilate the area as appropriate		
		5.3	select and display appropriate warning signs		
6	Be able to prepare cleaning equipment and agents	6.1	select the appropriate equipment for the task		
		6.2	carry out safety checks on the equipment		
		6.3	report any faults and problems with the equipment		
		6.4	select an appropriate cleaning agent for the task		
		6.5	prepare a cleaning solution		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to use cleaning equipment and agents correctly and safely	7.1	use different types of equipment correctly		
		7.2	clean surfaces systematically		
		7.3	carry out a post-cleaning check of the surface		
		7.4	dispose of left over cleaning agents correctly		
		7.5	reinstate the work area		
		7.6	clean used equipment and return it to the correct storage area		
8	Be able to store cleaning equipment and agents correctly and safely	8.1	make sure the storage area is clean and tidy		
		8.2	store cleaning agents in line with health and safety requirements		
		8.3	store equipment in line with health and safety requirements		
		8.4	check stock levels of cleaning agents		
		8.5	report any shortages of cleaning agents		
		8.6	secure the storage area		

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Deal with Waste, Recyclables, Lost Property and Suspicious Packages when Cleaning

Unit reference number: Y/600/6285

Level: 1

Credit value: 2

Guided learning hours: 13

Unit summary

This unit is about ensuring that waste, recyclables and lost property are dealt with in an appropriate manner and in line with health and safety and organisational procedures. It is also about dealing with packages that may be considered suspicious.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare to deal with waste	<p>1.1 state the requirements for preparing self and the work area when dealing with waste</p> <p>1.2 state the uses of different types of personal protective equipment</p> <p>1.3 state the importance of wearing personal protective equipment</p> <p>1.4 state the importance of maintaining personal hygiene when handling waste</p>			
2	Know the procedures for dealing with waste, recycling, lost property and suspicious packages	<p>2.1 describe the procedure for handling and disposing of the type of waste they are dealing with</p> <p>2.2 state the importance of checking with the appropriate person and following procedures before removing unidentified or hazardous waste</p> <p>2.3 state the organisational requirements for cleaning and relining waste receptacles</p> <p>2.4 state the organisational requirements for dealing with lost property</p> <p>2.5 state the organisational requirements for dealing with suspicious items</p> <p>2.6 state types of equipment used for handling and disposing of waste</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 state the organisational requirements for transferring waste			
		2.8 state the arrangements for recycling in the workplace			
3	Be able to prepare to dispose of waste	3.1 prepare self and working area in order to dispose of waste efficiently and safely 3.2 use the correct personal protective equipment required when disposing of waste 3.3 identify different categories of waste			
4	Be able to dispose of waste safely and deal with lost property	4.1 handle waste bags and receptacles safely and securely 4.2 identify waste which needs to be transferred to a collection point 4.3 clean and reline waste receptacles 4.4 identify potential lost property and take it to the correct collection point 4.5 report and record items of lost property which have been found according to requirements			

Learner name: _____

Date: _____

Learner signature: _____

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Date: _____

(if sampled)

Unit 8: Use Electrically Powered Cleaning Equipment Effectively and Safely

Unit reference number: M/600/6292

Level: 1

Credit value: 3

Guided learning hours: 13

Unit summary

This unit is about the safe and effective use of electrical or battery powered equipment. This could be any type of electrical or battery powered equipment including suction cleaners, spray cleaners and rotary floor buffers although this is not an exhaustive list.

In this context electrical equipment which plugs into the mains and has a cord. Battery powered equipment does not have a cord.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare for cleaning the work area	1.1 state the uses of different types of personal protective equipment 1.2 state the importance of ventilating the work area 1.3 state the meaning of different warning signs 1.4 describe how to prepare the surface for cleaning			
2	Know how to prepare electrical cleaning equipment for use	2.1 state the location of the storage area and how to gain access to it 2.2 state the location of the electrical or charging point 2.3 identify cleaning equipment that is suitable for the task 2.4 describe how to check that cleaning equipment is safe for use 2.5 state the organisational requirements for reporting faults 2.6 describe how to adjust cleaning equipment safely			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to use electrical cleaning equipment correctly and safely	3.1 state the organisational requirements for: <ul style="list-style-type: none"> – the charging of battery packs – dealing with trailing cords 			
		3.2 describe the correct technique for using the type of electrical or battery powered cleaning equipment for the task			
		3.3 state the importance of following manufacturer's instructions when dealing with cleaning agents			
		3.4 state the importance of cleaning and testing equipment before returning it to the storage area			
4	Know how to reinstate the work area	4.1 state what to look for when carrying out a post-cleaning inspection of the surface			
		4.2 state the organisational requirements for disposing of leftover cleaning agents			
		4.3 identify where cleaning equipment should be stored			
5	Be able to prepare for cleaning the work area	5.1 select and wear the appropriate personal protective equipment for the task			
		5.2 ventilate the area as appropriate			
		5.3 select and display appropriate warning signs clearly			
		5.4 prepare the surface for cleaning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to prepare electrically powered cleaning equipment for use	6.1 perform safety checks on the cleaning equipment 6.2 adjust equipment safely before use 6.3 report any faults following organisational requirements			
7	Be able to use equipment and cleaning agents effectively and safely	7.1 ensure that any electrical cable is correctly positioned 7.2 ensure that the equipment has power 7.3 use the correct technique for the cleaning equipment 7.4 clean the surface in a way which ensures full coverage 7.5 carry out post-cleaning check of the surface 7.6 dispose of leftover cleaning agents correctly 7.7 reinstate the work area 7.8 clean and test used equipment 7.9 return equipment to the correct storage area			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Clean Surfaces using Correct Methods

Unit reference number: T/600/6312

Level: 1

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about applying various cleaning methods to different surfaces. It is designed for cleaning operatives undertaking basic tasks. It is suitable for cleaning furniture, floors, fixtures and fittings.

This unit is NOT suitable for cleaning washrooms.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe E* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare for cleaning the work area	1.1 state the uses of different types of personal protective equipment 1.2 state the importance of ventilating the work area 1.3 state the meaning of different warning signs 1.4 describe how to prepare the surface for cleaning			
2	Know how to prepare equipment and surfaces for cleaning	2.1 identify equipment that is suitable for cleaning different types of surfaces 2.2 state the importance of using the correct colour coded equipment 2.3 state how to check that equipment is safe for use 2.4 identify cleaning agents that are suitable for different types of surfaces 2.5 state the correct method for preparing cleaning solutions			
3	Know how to clean surfaces and reinstate the work area	3.1 describe the correct technique for using different types of equipment 3.2 state how to ensure full coverage of the surface to be cleaned 3.3 state what to look for when carrying out a post-cleaning inspection of the surface 3.4 describe how to reinstate the work area 3.5 identify where equipment should be stored			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to prepare for cleaning the work area	4.1 select and wear appropriate personal protective equipment for the task			
		4.2 ventilate the area as appropriate			
		4.3 select and display appropriate warning signs clearly			
5	Be able to prepare equipment and surfaces for cleaning	5.1 select appropriate equipment for the task			
		5.2 perform safety checks on the cleaning equipment			
		5.3 prepare the surface for cleaning			
		5.4 select the appropriate cleaning agent for the task			
		5.5 prepare a cleaning solution			
6	Be able to clean surfaces and reinstate the work area	6.1 use correct techniques to clean different types of surface and soiling			
		6.2 clean the surface in a way which ensures full coverage			
		6.3 carry out a post-cleaning check of the surface			
		6.4 dispose of left over cleaning agents correctly			
		6.5 reinstate the work area			
		6.6 clean and test used equipment			
		6.7 return equipment to the correct storage area			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

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Date: _____

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Date: _____

Unit 10: Communicate Effectively in the Workplace

Unit reference number: D/600/6322

Level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

This unit is about communicating politely and effectively with other people that you might encounter when conducting your work.

Communicating with others is also important to you if you work alone when you must follow workplace procedures to keep in touch with your workplace and/or colleagues.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to communicate with others in the workplace	1.1	describe how to respond to different customer needs and attitudes		
		1.2	describe positive and negative behaviour in relation to equality and diversity in the workplace		
		1.3	state when different forms of communication should be used in the workplace		
		1.4	describe how to check that information has been understood		
		1.5	explain how personal behaviour can contribute to the positive image of the organisation		
		1.6	state the importance of communicating all the information necessary to the relevant person		
		1.7	state the importance of responding positively to queries from customers and the public		
2	Understand how to record and pass on information	2.1	state where to find up-to-date information needed to carry out own job		
		2.2	identify the different ways in which information is recorded		
		2.3	describe the procedures for recording, acknowledging and responding to incoming information		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.4 describe what actions to take when encountering problems passing on information			
		2.5 state how to report faults with communication equipment			
3	Be able to communicate with others in the workplace	3.1 respond to the needs and attitudes of customers appropriately			
		3.2 present a positive image of the organisation			
		3.3 give customers and others relevant information following organisational requirements			
		3.4 respond promptly, clearly and politely to questions and comments from customers and others			
		3.5 check that customers and others have understood the information correctly			
4	Be able to record and pass on information	4.1 use up-to-date information to carry out the task			
		4.2 record information following organisational requirements			
		4.3 pass on accurate information promptly and take appropriate action when this cannot be done			
		4.4 report faults with communication equipment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Develop Yourself in the Job Role

Unit reference number: R/600/6351

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about developing yourself in your job by identifying areas for further development and setting yourself targets for achieving this.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to develop him/her self in the job	1.1	identify activities that could help with self development		
		1.2	describe how to set targets for personal development		
		1.3	state the importance of setting achievable personal development targets		
		1.4	identify the types of support available to achieve targets		
		1.5	describe the procedures for accessing support		
		1.6	state the importance of reviewing and updating progress against targets		
		1.7	describe the procedures for reviewing and updating progress		
		1.8	list the benefits of discussing progress with others		
2	Be able to develop him/her self in the job	2.1	identify and agree areas where they could develop further		
		2.2	agree achievable targets for personal development		
		2.3	agree the time and support required to achieve targets		
		2.4	demonstrate new skills in the workplace		
		2.5	request and use feedback on own performance from others		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Reduce Risks to Health and Safety in the Workplace

Unit reference number: M/600/2775

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Follow the Rules to Deliver Customer Service

Unit reference number: L/601/1614

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit requires the learner to show that they know and understand the all rules that apply to customer service delivered by their organisation and how they apply to the learner and their job.

Assessment requirements/evidence requirements

This is an imported unit and therefore, the associated evidence requirements apply. These are set out below:

Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible.

Simulation is not allowed for any performance evidence within this unit.

(Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – Annexe G)

You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

The 'organisation' from which you draw your evidence must be the organisation you work for or the organisation in which you have realistic work experience. The 'organisation' may be the whole of the organisation or the business unit, division or department with which you are involved.

You must provide evidence of following the rules to deliver customer service:

- a during routine delivery of customer service
- b during a busy time in your job
- c during a quiet time in your job
- d when people, systems or resources have let you down

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Follow their organisation's customer service practices and procedures	1.1 follow organisational practices and procedures that relate to their customer service work 1.2 recognise the limits of what they are allowed to do when delivering customer service 1.3 refer to somebody in authority when they need to 1.4 work in a way that protects the security of customers and their property 1.5 work in a way that protects the security of information about customers			
2	Know how to follow the rules to deliver customer service	2.1 describe organisational practices and procedures that relate to their customer service work 2.2 identify the limits of what they are allowed to do when delivering customer service 2.3 explain when and how they should refer to somebody in authority about the rules for delivering customer service 2.4 explain how they protect the security of customers and their property 2.5 explain how they protect the security of information about customers 2.6 describe their health and safety responsibilities as they relate to their customer service work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 explain their responsibilities to deliver customer service treating customers equally 2.8 explain why it is important to respect customer and organisation confidentiality 2.9 list the main things they must do and not do in their job under legislation that affects their customer service work 2.10 list the main things that they must do and not do in their job under external regulations that affect their customer service work			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Clean and Maintain Internal Surfaces and Areas

Unit reference number: K/600/6324

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Clean and Maintain External Surfaces and Areas

Unit reference number: M/600/6325

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is about cleaning and maintaining external surfaces and areas following relevant processes and procedures. It covers assessing the area to see what work has to be done and selecting the most appropriate equipment for the task.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prepare to clean and maintain external surfaces and areas	1.1 list the permits and checks that may be required for the task			
		1.2 state the location of the job and how to get to that location			
		1.3 describe how environmental conditions can affect: <ul style="list-style-type: none"> – the cleaning to be carried out – the equipment which can be used 			
		1.4 state how to inspect a work area to decide what cleaning needs to be carried out			
		1.5 state the standards of appearance and behaviour required			
		1.6 state the importance of wearing the required personal protective equipment and for others to see it being worn			
		1.7 explain why it is important to inspect the work area for public access			
		1.8 describe the best methods and materials for carrying out a specific task identifying possible alternatives			
		1.9 describe why it is important to estimate the time required for the job			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to clean and maintain external surfaces and areas	<p>2.1 state the techniques to be use with chosen equipment and materials</p> <p>2.2 describe the tasks that need to be performed</p> <p>2.3 describe the consequences of:</p> <ul style="list-style-type: none"> – using wrong equipment – using wrong materials – not following manufacturer’s instructions <p>2.4 state how to change between cleaning methods to cope with different environmental conditions</p> <p>2.5 describe methods that can be used for cleaning external surfaces and areas</p> <p>2.6 state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this</p> <p>2.7 state the importance of checking the quality of work as it is being done</p> <p>2.8 describe the organisational requirements for dealing with and reporting accidental damage</p> <p>2.9 state the organisational requirements for reporting difficulties which may arise</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to complete the cleaning activity	3.1 state why tools and equipment should be cleaned after use			
		3.2 state the location of the storage areas for equipment and materials			
		3.3 state why storage areas should be kept clean, safe and secure			
		3.4 describe the organisational requirements for organising replacement and extra resources			
4	Be able to prepare to clean and maintain external surfaces and areas	4.1 identify the area to be cleaned and the order in which tasks need to be done			
		4.2 assess the impact of environmental conditions, i.e. temperature, rain, humidity, wind and ice, on the order of tasks			
		4.3 select tools and equipment for the task, taking into account: <ul style="list-style-type: none"> – efficiency – risk – time – weather conditions 			
		4.4 check that the tools and equipment required are available for use			
		4.5 select and wear appropriate personal protective equipment for the task			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.6 check that the equipment can be used safely in the work area			
		4.7 deal with unattended items following organisational requirements			
5	Be able to clean and maintain external surfaces and areas	5.1 carry out work in a way which does not affect other exterior surfaces and areas			
		5.2 use the correct cleaning method for the work area and surface			
		5.3 adapt the cleaning methods according to available equipment and environmental conditions			
		5.4 report any difficulties in carrying out the work in line with organisational requirements			
		5.5 deal with accidental damage			
6	Be able to complete the cleaning process	6.1 organise replacement resources as required			
		6.2 clean tools and equipment after use			
		6.3 return tools and equipment to the correct place and store securely			
		6.4 report tools and machinery in need of repair			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Deal with Routine Waste

Unit reference number: T/600/6326

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

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

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to handle routine waste	1.1	describe the procedures and methods for preparing self and the work area		
		1.2	list different types of personal protective equipment		
		1.3	describe the importance of wearing personal protective equipment and for others to see it being worn		
		1.4	describe the importance of maintaining personal hygiene when handling routine waste		
		1.5	state the organisational requirements for handling and disposing of routine waste		
		1.6	state the correct equipment for handling and disposing of routine waste		
		1.7	state the arrangements for recycling in the workplace		
		1.8	describe the approved methods for transferring waste		
		1.9	describe the organisational requirements for reporting and handling waste spillages		
2	Understand how to handle hazardous and suspicious items	2.1	state the importance of checking with the appropriate person before removing hazardous items		
		2.2	explain the organisational requirements for dealing with suspicious items		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to deal with waste containers	3.1 describe why the location and cleaning of waste areas is important in preventing and controlling pests			
		3.2 describe the organisational requirements for dealing with waste containers that are damaged			
		3.3 state the standards of cleanliness required for holding areas, empty holding and collection bins			
		3.4 state who is responsible for cleaning holding areas, empty holding and collection bins			
		3.5 state the location of waste holding areas			
		3.6 describe methods of taking waste to the holding area safely			
		3.7 describe the organisational requirements for reporting: <ul style="list-style-type: none"> – dangerous equipment – faulty equipment – danger of disease 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 17: Clean Washrooms and Replenish Supplies

Unit reference number: J/600/6329

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is about cleaning washrooms and involves following procedures for entering the washroom, selecting equipment and preparing the cleaning agents you will use. It is also about replacing supplies of consumables, such as toilet paper and checking your work when you have finished.

In order to reduce risks to personal health and safety when cleaning washrooms it is important to maintain high levels of personal hygiene. As you may clean washrooms in an environment where you conduct a variety of other cleaning tasks it is also important that, in order to prevent cross-examination, the correct colour-coded equipment is used where appropriate.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare for cleaning washrooms	1.1 describe procedures for entering washrooms when cleaning and why they must be followed 1.2 state the importance of personal hygiene when cleaning 1.3 state the importance of wearing personal protective equipment and for others to see it being worn 1.4 describe why it is important to ventilate the washroom area 1.5 describe the range of colour-coded equipment and its importance when cleaning washrooms			
2 Know how to carry out cleaning of washrooms	2.1 state why it is important to remove dust, hair and debris before cleaning surfaces, fixtures and fittings 2.2 identify cleaning agents suitable for cleaning washrooms 2.3 state why it is important to follow manufacturer's instructions when diluting cleaning agents 2.4 state why surfaces should not be over-wetted 2.5 describe how to clean fixtures and fittings in order to avoid contamination or risk of infection 2.6 state why surfaces should be dry on completion of cleaning 2.7 explain why it is important that waste outlets and overflows are free from dirt, hair and debris			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to replenish supplies and reinstate the work area	3.1 describe why it is important to follow manufacturers' instructions when identifying consumables that should be replenished			
		3.2 state where consumables can be found and the procedures for organising replacement of supplies			
		3.3 describe procedures for collecting, holding and disposing of waste and why they should be followed			
		3.4 describe organisational requirements for reporting faulty equipment and problems and why they should be followed			
		3.5 state where the correct storage place for cleaning equipment and materials can be found			
		3.6 state why used personal protective equipment should be removed or replaced upon leaving the sanitary area			
		3.7 describe the procedures for dealing with used personal protective equipment			
4	Be able to prepare to clean washrooms	4.1 select and wear personal protective equipment appropriate to the cleaning task			
		4.2 follow procedures for entering washrooms			
		4.3 check that there is enough ventilation in the cleaning area			
		4.4 select and use appropriate equipment for cleaning different areas of the washroom			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to clean washrooms	5.1 remove dust, hair and debris from surfaces, fixtures and fittings before cleaning			
		5.2 apply cleaning agents according to the manufacturer's instructions			
		5.3 clean surfaces without over-wetting			
		5.4 clean the fixtures and fittings to avoid risk of infection or contamination leaving them free of smears			
		5.5 check that surfaces are dry on completion of cleaning and that they do not represent a slip hazard			
		5.6 leave the waste outlets and overflows free from dirt, hair and debris			
6	Be able to replenish supplies and reinstate the work area	6.1 check holders and containers for levels of consumables			
		6.2 refill or replace items and consumables following manufacturers' instructions			
		6.3 take solid waste materials safely to the correct collection point and dispose of slurry			
		6.4 clean the equipment			
		6.5 check for any faults or problems and report where necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.6 put equipment and resources back in the right place when finished 6.7 reinstate the work area 6.8 remove or replace personal protective equipment following procedures for disposal or storage			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Clean High-risk Areas

Unit reference number: A/600/6330

Level: 2

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about cleaning high risk areas. It also covers how to prevent the spread of infection and contamination by following relevant processes and procedures.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prevent the spread of infection and contamination in a high risk area	1.1 explain the organisational requirements for entering and leaving the high risk area 1.2 describe how the risks present in the high risk area would differ from routine areas 1.3 state potential risks in the high risk area 1.4 state the importance of removing personal items before cleaning in a high risk area 1.5 state what personal protective equipment must be worn in the high risk area 1.6 state why hand hygiene is important in a high risk area 1.7 explain where hand hygiene facilities should be located 1.8 state the importance of having a designated contact person when cleaning a high risk area 1.9 state why damaged furniture or equipment poses an additional risk 1.10 state the organisational requirements for reporting damaged furniture and equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the procedures to follow before cleaning high risk areas	2.1 describe the signage: – in a high risk area – for cleaning a high risk area			
		2.2 state the location of signs in a high risk area			
		2.3 describe the access arrangements for water and drainage facilities			
		2.4 explain the organisational requirements for arranging communication			
		2.5 state the importance of confirming contact arrangements before starting work			
		2.6 state the types of health conditions which may restrict cleaning duties and why it is important to report these			
		2.7 state the organisational requirements for reporting health conditions			
		2.8 explain the importance of having cleaning equipment which is in safe working order			
		2.9 state the organisational requirements for reporting problems with equipment			
		2.10 state which equipment, tools and machinery should be removed from the workplace before cleaning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to carry out cleaning in high risk areas	3.1 state the organisational requirements for cleaning in high risk areas			
		3.2 state which surfaces and soiling should be cleaned			
		3.3 describe the organisational requirements for reporting any soiling which cannot be cleaned			
		3.4 state which cleaning agents should be used in the high risk area			
		3.5 state the dilution levels required for the cleaning agents			
		3.6 state the importance of having the work area checked			
		3.7 state who is responsible for checking the work area			
		3.8 state who is responsible for removing waste from the area and how often this is carried out			
4	Understand the procedures to follow after cleaning high risk areas	4.1 state what equipment, tools and machinery should be removed from the workplace after cleaning			
		4.2 describe the organisational requirements for reporting accidental damage			
		4.3 state when signage should be removed and where it is stored			
		4.4 describe the importance of checking and cleaning personal protective equipment after use			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.5 state why equipment should be cleaned and replaced when necessary 4.6 describe the organisational requirements for disposal of waste and personal protective equipment			
5	Be able to follow procedures to prevent the spread of infection and contamination in a high risk area	5.1 follow organisational requirements when entering high risk area 5.2 report any health conditions which may cause infection or contamination of the high risk area 5.3 assess the risks of exposure to micro-organisms or contaminants for self and the environment 5.4 carry out hand hygiene to prevent the spread of infection or contamination of the high risk area 5.5 request advice when there is a risk of infection or contamination which is not usually present in the work area			
6	Be able to follow the procedures for cleaning high risk areas	6.1 display the correct signage 6.2 follow the organisational requirements for working alone 6.3 remove all appropriate personal items, including jewellery and store safely 6.4 check that protective clothing and personal cleaning facilities are available			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		6.5 select the correct equipment and tools for use in the high risk area			
		6.6 ensure that cleaning equipment and tools are not damaged			
		6.7 check the nature of the soiling			
		6.8 ensure that the high risk area is clear of tools and equipment that are not required			
7	Be able to conduct cleaning in high risk areas	7.1 select and wear appropriate personal protective equipment for the task 7.2 follow the organisational requirements for hand hygiene throughout the cleaning activity 7.3 report faulty and damaged cleaning equipment 7.4 clean the area following organisational requirements 7.5 check items of furniture and equipment within high risk areas for damage 7.6 report damaged furniture and equipment 7.7 clean damaged furniture and equipment if safe 7.8 check that high risk areas have been cleared of waste according to organisational requirements 7.9 report any accidental damage and disruption to high risk areas caused by cleaning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to follow the correct procedures after the cleaning	8.1	remove signage and return it in a clean condition to the correct storage area		
		8.2	clean and return equipment and materials to the correct storage area		
		8.3	check that the area is clear of any equipment, tools and materials that are not required		
		8.4	check personal protective equipment for damage, deterioration and contamination		
		8.5	obtain replacement personal protective equipment		
		8.6	follow organisational requirements for the disposal and storage of personal protective equipment		
		8.7	collect personal items from storage		
		8.8	follow procedures for leaving high risk areas		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Clean Confined Spaces

Unit reference number: F/600/6331

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is about maintaining levels of cleanliness in confined spaces and to be vigilant against possible hazards and risks that may arise.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to conduct cleaning in a confined space	<p>1.1 describe how atmospheric conditions can affect the work being carried out</p> <p>1.2 state the importance of checking atmospheric conditions before starting work</p> <p>1.3 state the importance of checking the nature of any soiling and the level of skill needed to deal with it</p> <p>1.4 explain why advice should be sought about cleaning spaces that may pose a specific risk</p> <p>1.5 state what risks may be present in the confined space</p> <p>1.6 describe how to identify risks for the purpose of risk assessment</p> <p>1.7 state the importance of having a designated contact person when cleaning a confined space</p> <p>1.8 state the personal protective equipment that is appropriate for cleaning the confined space</p> <p>1.9 state the importance of having serviceable cleaning equipment before entering the confined space</p> <p>1.10 state the organisational requirements for checking and reporting problems with equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.11 describe the procedures for:</p> <ul style="list-style-type: none"> – entering and leaving the confined space – conducting cleaning in the confined space – carrying out the cleaning process in a confined space – controlling access to the confined space <p>1.12 state the importance of following organisational requirements for controlling access to the confined space</p>			
<p>2 Understand how to follow organisational requirements for cleaning the confined space</p>	<p>2.1 describe the procedures for:</p> <ul style="list-style-type: none"> – entering the confined space – exiting the confined space in the event of an emergency – monitoring the conditions in the confined space – dealing with risks that arise during work <p>2.2 state the importance of having the work area checked</p> <p>2.3 state who is responsible for:</p> <ul style="list-style-type: none"> – checking the work area – removing waste from the confined space <p>2.4 state the organisational requirements for reporting accidental damage</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 describe the importance of checking and replacing personal protective equipment as necessary 2.6 describe the organisational requirements for disposing of waste and personal protective equipment 2.7 state the organisational requirements for closing down and making the work area safe on completion of cleaning 2.8 state the organisational requirements for leaving the confined space and retrieving personal items 2.9 state what paperwork needs to be completed at the end of the cleaning process			
3	Be able to conduct cleaning in a confined space	3.1 assess risks to health and safety before carrying out work 3.2 check that cleaning activities are not restricted by the working space available 3.3 check all equipment is in working order and electrical equipment is fully charged before entering the work area 3.4 obtain authorisation for entry into the work area 3.5 obtain the relevant health and safety information 3.6 confirm that atmospheric conditions have been checked and are safe before entering the work area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 control the access to the work area before cleaning starts, in line with organisational requirements</p> <p>3.8 follow the organisational requirements for entering the confined space</p> <p>3.9 ensure that the workplace is clear of any equipment, tools and materials that are not required before and after cleaning</p> <p>3.10 assess the nature of the soiling</p> <p>3.11 report the nature of the soiling to the appropriate person</p> <p>3.12 request advice when asked to clean environments where there is a specific risk</p> <p>3.13 carry out the cleaning process in line with organisational requirements</p>			
<p>4 Be able to conduct cleaning in a confined space</p>	<p>4.1 assess risks as they arise and act immediately to remedy any unsafe activity, equipment and environmental conditions</p> <p>4.2 apply emergency exit procedures immediately when an emergency situation arises</p> <p>4.3 clear the confined space of any waste in accordance with organisational requirements</p> <p>4.4 assess and report damage and disruption during the cleaning process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 inspect reusable personal protective equipment for damage, deterioration and contamination after use and arrange for replacements where necessary</p> <p>4.6 dispose of damaged and disposable personal protective equipment following organisational requirements</p> <p>4.7 clean and store reusable personal protective equipment following organisational requirements</p> <p>4.8 carry out duties to close down and make the work area safe after cleaning</p> <p>4.9 complete all documentation and reports accurately</p> <p>4.10 ensure documents and reports are filed and passed on</p> <p>4.11 ensure all organisational requirements have been fully met before collecting any personal items from storage</p> <p>4.12 follow organisational requirements for leaving confined spaces</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Clean Food Areas

Unit reference number: J/600/6332

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

Conducting routine cleaning in food areas including kitchens, food service areas, food manufacturing premises, food production and food retailing. This unit also covers identifying signs of pest control.

In food businesses, it is important to take into account the businesses' food safety management procedures.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prepare to clean food areas	1.1 explain the importance of having an up-to-date cleaning specification and where it can be found			
		1.2 state the importance of maintaining levels of personal hygiene when working in food areas			
		1.3 state types of health conditions that must be reported			
		1.4 describe why it is important to report health conditions to the relevant person			
		1.5 state the importance of wearing the required personal protective equipment and for others to see it being worn			
		1.6 explain why food items must be moved or protected during cleaning operations			
		1.7 describe the consequences of not moving or protecting food items during cleaning			
		1.8 explain the importance of ventilating food production areas during cleaning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to identify signs of pest infestation	2.1 state the main types of pest infestations common to food areas 2.2 describe how to identify signs of pest infestation 2.3 state the organisational procedures for dealing with any incidences of infestation 2.4 explain the importance of reporting pest infestations			
3	Understand how to clean food areas	3.1 state the types of cleaning equipment available for use 3.2 describe how to check that the cleaning equipment is safe to use 3.3 state the types of cleaning agents that are suitable for the surfaces in the food area 3.4 describe the consequences of using the wrong cleaning agents on surfaces 3.5 state methods of checking for chemical residues when they have been used			
4	Understand how to clean food production equipment	4.1 describe how to recognise faulty or damaged food production equipment 4.2 explain the importance of labelling and reporting faulty and damaged equipment 4.3 explain the importance of safely isolating powered equipment before cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 explain the importance of following manufacturer's and workplace instructions for:</p> <ul style="list-style-type: none"> - disassembling - cleaning - re-assembling of food production equipment <p>4.5 state the location of the holding area for food production equipment parts</p> <p>4.6 describe methods for de-scaling and cleaning food production equipment</p>			
<p>5 Understand how to complete cleaning of food areas</p>	<p>5.1 describe the importance of assessing how the work is progressing</p> <p>5.2 explain why it is important to leave food areas free of deposits, residue and foreign objects</p> <p>5.3 describe the consequences of food areas not being left free of deposits, residue and foreign objects</p> <p>5.4 describe the importance of returning all food and equipment to the correct place once cleaning is completed</p> <p>5.5 explain why surfaces and vents should be left dry on completion of cleaning</p> <p>5.6 describe the organisational requirements for disposing of waste and slurry</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.7 explain the importance of cleaning the cleaning equipment			
		5.8 state where cleaning equipment should be stored			
6	Be able to clean food areas	6.1 remove and store personal items safely 6.2 select and wear appropriate personal protective equipment for the task 6.3 select and protect relevant items, including food, before cleaning begins 6.4 identify suitable cleaning equipment and check it is safe to use 6.5 label faulty or damaged cleaning equipment and report according to organisational requirements 6.6 prepare food production plant, equipment and materials for cleaning 6.7 isolate food equipment from power supplies 6.8 clean the area without damaging in-place plant and equipment			
7	Be able to clean food production equipment	7.1 follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment 7.2 dismantle food production equipment and place in the right holding area before cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 ventilate the working area and check that there are no chemicals on the area before de-scaling equipment</p> <p>7.4 de-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination</p> <p>7.5 check that individual parts of food production equipment are clean before re-assembly</p> <p>7.6 reassemble food production equipment after cleaning</p> <p>7.7 check equipment is in correct working order once reassembled</p> <p>7.8 record and report faults with food production equipment according to organisational requirements</p>			
<p>8 Be able to complete cleaning of food areas</p>	<p>8.1 assess cleaning performance against the business' food safety management procedures</p> <p>8.2 leave equipment and working areas free of deposits, cleaning residues and foreign objects</p> <p>8.3 check that ventilation systems and surfaces are clean and dry when cleaning has been completed</p> <p>8.4 dispose of waste and slurry following organisational requirements</p> <p>8.5 clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete</p>			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Deep Clean Equipment and Surfaces

Unit reference number: L/600/6333

Level: 2

Credit value: 6

Guided learning hours: 39

Unit summary

This unit is about conducting specialized cleaning to non-routine equipment and surfaces this may involve the use of specialist equipment, chemicals and treatments.

In food businesses, it is important to take into account the businesses' food safety management procedures.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare for deep clean equipment and surfaces</p>	<p>1.1 explain the importance of having an up-to-date cleaning specification and where it can be found</p> <p>1.2 state the importance of maintaining standards of personal hygiene when cleaning</p> <p>1.3 state the importance of removing personal items prior to cleaning and where they should be stored</p> <p>1.4 state the importance of wearing appropriate personal protective equipment and for others to see it being worn</p> <p>1.5 describe the best methods and materials for carrying out deep cleaning identifying possible alternatives</p> <p>1.6 explain the following factors might affect the type of cleaning required:</p> <ul style="list-style-type: none"> – type of soiling – type of surface – position – amount of soiling <p>1.7 explain how to check that the equipment and surface is suitable for the treatment</p> <p>1.8 explain the importance of reporting damaged and deteriorating surfaces</p> <p>1.9 state why the selected treatment might not be suitable</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 explain the importance of reporting immediately any concerns about the deep clean 1.11 state how to ventilate the work area 1.12 state additional customer or manufacturer's standards that may need to be applied to the work surface and equipment			
2	Understand how to deep clean equipment and surfaces	2.1 describe why there are checks and restrictions in place for the use of deep cleaning equipment 2.2 describe how to check that equipment is in safe working order 2.3 state the organisational requirements for reporting problems with equipment 2.4 state the importance of removing superficial dust and debris 2.5 describe how to soften ground-in soil and stains 2.6 state the importance of softening ground in soiling 2.7 explain how to select the most appropriate place to carry out test cleans 2.8 explain why test cleans should be carried out before applying treatments 2.9 explain why treatments should be applied evenly 2.10 state when equipment and surfaces should be pre-treated 2.11 state how long the treatment should take to work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 state where to find manufacturer's instructions for <ul style="list-style-type: none"> - disassembling and re-assembling food equipment - applying treatments - operating equipment 2.13 state why it is important to follow manufacturer's and organisational requirements			
3 Understand how to restore the deep clean area	3.1 describe what to look for when checking the cleaned area and equipment 3.2 state what treatments require rinsing 3.3 describe why and how rinsing of treatments should be carried out 3.4 state the organisational requirements for reporting soiling or stains that cannot be removed 3.5 state factors which might mean another treatment is required 3.6 describe the importance of putting items back to their original place after cleaning 3.7 describe how to check for pest infestation 3.8 state the organisational requirements for reporting pest infestations 3.9 state why it is important to check that equipment is working properly			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.10 explain the procedures for the disposal of used and unused treatments and why this is important 3.11 state the importance of cleaning equipment after use 3.12 state where cleaning treatments, equipment and machinery should be stored 3.13 describe the importance of cleaning and checking personal protective equipment after use 3.14 state the organisational requirements for storing and disposing of personal protective equipment			
4	Be able to prepare to deep clean equipment and surfaces	4.1 locate the relevant cleaning specification and describe what is required to do the task 4.2 remove personal items and store them correctly 4.3 select and wear appropriate personal protective equipment for the task 4.4 select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling 4.5 check that the equipment is serviceable 4.6 check that the surface and equipment is suitable for the planned treatment 4.7 report damaged equipment and surfaces which are deteriorating			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.8 contact the appropriate person for advice on</p> <ul style="list-style-type: none"> – soiling – surfaces that could be damaged by cleaning – health risks of using a substance <p>4.9 check the work area for factors which may affect the clean</p> <p>4.10 ensure that power supplies are isolated and protected during cleaning</p> <p>4.11 ventilate the work area</p> <p>4.12 check for authorisation to use any deep cleaning equipment prior to use</p> <p>4.13 check whether there are any additional requirements from the customer regarding the deep clean</p> <p>4.14 report any reasons for not using the specified equipment</p>			
<p>5 Be able to undertake deep cleaning of equipment and surfaces</p>	<p>5.1 remove superficial dust and debris before starting the deep clean</p> <p>5.2 soften ground-in soil and stains before trying to remove them</p> <p>5.3 conduct a test clean in an area where marks are least likely to be noticed</p> <p>5.4 follow manufacturer's instructions when disassembling equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 apply the treatment safely, evenly and methodically following manufacturer's instructions and without over-wetting or damaging the surface 5.6 ensure that absorbent patches are pre-treated and that stubborn and ingrained stains are given concentrated treatment 5.7 protect furniture and equipment in areas where a wet treatment is being used 5.8 follow the manufacturer's and organisational requirements in the safe use and disassembly of machinery and equipment 5.9 ensure safety of self and others throughout the cleaning process			
6 Be able to restore the work area for use	6.1 check the cleaned surface for an even appearance 6.2 ensure the surface is left free from dirt and excess moisture 6.3 rinse treated surfaces if necessary without disturbing the surrounding area 6.4 apply protective coatings and treatments if necessary 6.5 reinstate the work area 6.6 check that no residues remain on furniture and equipment 6.7 check for and report any signs of pest infestation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.8 check that equipment with moving parts is working after the deep clean 6.9 report any defects and damage caused during cleaning 6.10 dispose of used and un-used solutions according to manufacturer's instructions 6.11 clean the equipment after use 6.12 store cleaning agents and treatments in a safe and secure place 6.13 clean and store equipment and after use			

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(if sampled)

Unit 22: Clean, Maintain and Protect Semi-hard and Hard Floors

Unit reference number: D/600/6336

Level: 2

Credit value: 4

Guided learning hours: 23

Unit summary

This unit is about cleaning semi-hard and hard floors using manual equipment. It covers assessing the amount of cleaning that is required and the selection of appropriate equipment and cleaning agents.

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

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prepare to clean semi-hard and hard floors	1.1 state types of semi-hard and hard floors 1.2 explain the process for preparing to clean hard floors 1.3 state the importance of maintaining personal hygiene when cleaning 1.4 state the importance of removing personal items and where these should be stored 1.5 state the importance of wearing appropriate personal protective equipment and for others to see it being worn 1.6 state the importance of checking health and safety instructions against organisational requirements 1.7 explain why it is important to follow the checks and restrictions for use of deep cleaning equipment 1.8 state what could happen if the right safety measures are not taken 1.9 state the importance of colour coding 1.10 state factors which would affect how to clean a semi hard or hard floor			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to clean semi-hard and hard floors	2.1	state the importance of removing large items of debris by hand before beginning cleaning		
		2.2	describe the safe handling techniques which should be used for removing large items of debris		
		2.3	state methods for removing loose dust and debris		
		2.4	explain how to select a method for removing loose dust and debris		
		2.5	state which containers to put dust and debris into		
		2.6	describe how different types of spillages can be identified		
		2.7	describe the importance of reporting body fluids and spillages that you cannot identify		
		2.8	give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued		
		2.9	state methods that could be used to remove spillages		
		2.10	explain how to select a method to clean up spillages		
		2.11	state the importance of disposing of unused cleaning solutions correctly		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to treat semi-hard and hard floors	3.1			
		state methods of treatment for semi hard and hard floors and the most effective and economical to use for the task			
		3.2			
		explain how to select the most appropriate place to carry out test cleans			
		3.3			
		explain why test cleans should be carried out before applying treatments			
		3.4			
4	Understand how to protect hard floors	describe the circumstances under which equipment and surfaces should be pre-treated			
		3.5			
		explain why treatments should be applied evenly			
		3.6			
		state the importance of reporting any stains that cannot be removed			
		3.7			
		state the importance of leaving the floor:			
		– neutralised			
		– free of ground in soil			
		– free of protective coatings			
		4.1			
		state the range of protective coatings available			
		4.2			
		describe how to select an appropriate protective coating			
		4.3			
		explain how to decide on the number of protective coatings which should be applied			
		4.4			
		state the importance of applying the coating and burnishing evenly			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.5 describe the correct method of disposing of unused protective coatings			
		4.6 state the importance of putting things back as you found them when cleaning is complete			
5	Be able to prepare to clean semi-hard and hard floors	5.1 prepare the work area and equipment so that the task can be completed efficiently, correctly and safely 5.2 select the appropriate personal protective equipment for use when cleaning floors 5.3 select the correct equipment for the work area and the most effective treatment to use 5.4 report damaged and deteriorated floor surfaces that may require restoration 5.5 identify and note any factors that may affect how the floor is cleaned 5.6 identify any additional requirements that need to be applied other than supervisors instructions 5.7 ventilate the area during cleaning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to clean semi-hard and hard floors	6.1 remove large items of debris and loose dust carefully and safely without causing it to spread			
		6.2 report any bodily fluid or spillages that cannot be identified according to organisational requirements			
		6.3 select a method for clearing up spillages that is correct for: <ul style="list-style-type: none"> – the floor – the size of spillage – the type of spillage 			
		6.4 select equipment and cleaning agents that are right for the floor taking into account the amount of ground in-soil			
		6.5 soften ground in soil and stains before attempting to remove them			
		6.6 conduct a test clean in an area where marks are least likely to be noticed			
		6.7 apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface			
		6.8 report stains that cannot be removed			
		6.9 dispose of unused cleaning treatments and waste products in line with organisational requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to protect hard floors	7.1 select an appropriate protective coating and equipment for the floor surface			
		7.2 apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions			
		7.3 leave the floor dry and free of dust			
		7.4 dispose of unused materials correctly and return items to the correct place			
		7.5 dispose of waste correctly			
		7.6 reinstate the work area			

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(if sampled)

Unit 23: Clean and Maintain Soft Floors and Furnishings

Unit reference number: H/600/6337

Level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

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

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to clean soft floors and furnishings	<p>1.1 describe the importance of having an up-to-date cleaning specification and from where it can be obtained</p> <p>1.2 state the importance of maintaining personal hygiene when cleaning</p> <p>1.3 state the importance of removing personal items and where these should be stored</p> <p>1.4 state the importance of wearing the appropriate personal protective equipment and for others to see it being worn</p> <p>1.5 state the importance of checking health and safety instructions against organisational requirements</p> <p>1.6 explain why it is important to follow the checks and restrictions for use of deep cleaning equipment</p> <p>1.7 describe how to assess that the material is suitable for the planned treatment</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to maintain soft floors and furnishings	2.1	state the importance of removing superficial dust and debris before commencing the cleaning process and how this is done		
		2.2	describe the best methods and materials for carrying out deep cleaning identifying possible alternatives		
		2.3	describe methods of softening ground in soiling and stains to how to identify when the material is soft enough		
		2.4	explain how to select the most appropriate place to carry out test cleans		
		2.5	explain why test cleans should be carried out before applying treatments		
		2.6	describe the circumstances in which equipment and surfaces should be pre-treated		
		2.7	explain why treatments should be applied evenly		
		2.8	describe how to clean methodically to reduce dust spreading		
		2.9	state ways to avoid damaging surfaces and the possible results of any damage		
		2.10	state the importance of taking precautions in cleaning unsecured items such as rugs		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.11 state the possible dangers of working at heights and how to do so safely			
		2.12 describe the importance of removing any excess moisture from the area which has been cleaned			
3	Be able to prepare to maintain soft floors and furnishings	3.1 prepare the work area and equipment so that the task can be completed efficiently and safely 3.2 examine the material to make sure it is suitable for the planned treatment given the: <ul style="list-style-type: none"> – Type of soiling – position – amount of soiling 3.3 identify whether the material is colourfast and shrink resistant 3.4 identify and report damaged and deteriorated surfaces that may require restoration 3.5 identify and note any factors that may affect how the material is cleaned 3.6 identify any additional requirements that need to be applied other than supervisors instructions 3.7 identify and move any portable objects that may hinder working 3.8 ventilate the area during deep cleaning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to maintain soft floors and furnishings	4.1	remove loose dust and debris before applying the cleaning agent or treatment		
		4.2	soften ground in-soil and stains before attempting to remove them		
		4.3	conduct a test clean in an area where marks are least likely to be noticed		
		4.4	apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material		
		4.5	assess the treated area and apply more treatment to remove stains safely where necessary		
		4.6	leave surfaces with an even appearance when work is completed		
		4.7	leave the material free of excess moisture and ground in soil when work is completed		
		4.8	dispose of waste correctly		
		4.9	reinstate the work area		
		4.10	report stains that cannot be removed		

Learner name: _____

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(if sampled)

Unit 24: Clean Glazed Surfaces and Facades

Unit reference number: M/600/6342

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

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

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to clean glazed surfaces and façades	1.1			
		describe the procedures for entering and leaving the workplace			
		1.2			
		describe how to inspect surfaces			
		1.3			
		describe the importance of reporting defects on surfaces			
		1.4			
		state why the equipment should be clean before use			
		1.5			
		describe procedures for closing windows and openings before cleaning			
		1.6			
		describe the importance of windows and openings being closed before cleaning			
		1.7			
		describe advantages of treating surfaces before applying cleaning agents			
		1.8			
		state organisational requirements for:			
		– cleaning glazed surfaces and façades			
		– equipment that should be used for cleaning glazed surfaces and façades			
		1.9			
		describe the techniques that should be used to avoid personal injury or strain			
		1.10			
		state where to find the manufacturer's instructions for operating equipment or machinery			
		1.11			
		state organisational requirements for reporting faults and emergencies			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area	2.1	state the techniques and equipment for removing excess water		
		2.2	describe different treatments that can be applied to surfaces upon completion of cleaning		
		2.3	describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning		
		2.4	state the importance of reinstating the area		
		2.5	state the organisational requirements for disposing of waste		
		2.6	state the importance of cleaning equipment and machinery after use		
		2.7	state the organisational requirements for cleaning equipment and machinery after use		
		2.8	state where cleaning equipment and machinery should be stored		
3	Be able to clean glazed surfaces and façades	3.1	follow procedures for entering the work area		
		3.2	inspect the surface to identify any defects prior to cleaning		
		3.3	report defects on surfaces according to organisational requirements		
		3.4	check that all cleaning equipment is clean and free of residue		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.5 check that all windows and openings are closed before cleaning 3.6 select and display appropriate warning signs clearly 3.7 treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents 3.8 use approved methods and equipment to carry out cleaning 3.9 use techniques that reduce risks of personal strain and injury 3.10 use cleaning equipment according to manufacturer's instructions and organisational requirements 3.11 report any previously unidentified damage 3.12 check that the work area is not over-wetted 3.13 follow organisational requirements in the event of a fault or emergency			
4	Be able to finish cleaning of glazed surfaces and façades, and reinstate the work area	4.1 remove excess water from the surface and leave it streak free 4.2 check that all surfaces are dry upon completion of cleaning 4.3 apply treatments or protective coatings to surfaces following cleaning 4.4 check that accessories, fittings, frames and furniture are free of cleaning residue			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 reinstate the work area 4.6 dispose of waste in accordance with organisational requirements 4.7 check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning 4.8 return tools and equipment to the correct storage area			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Deal with Non-routine Waste

Unit reference number: T/600/6343

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Carry Out Maintenance and Minor Repairs

Unit reference number: A/600/6344

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is about performing maintenance and minor repairs to items both within buildings and outside.

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prepare to carry out maintenance and minor repairs	<p>1.1 state the type and amount of maintenance and repair work that is required</p> <p>1.2 describe how environmental and other site conditions can influence how work is carried out</p> <p>1.3 state which tools and equipment are appropriate for the task</p> <p>1.4 describe the importance of carrying out preparatory work before carrying out repairs</p> <p>1.5 describe the importance of protecting the surrounding area</p> <p>1.6 state methods which can be used to protect the surrounding area</p>			
2	Understand how to carry out maintenance and minor repairs	<p>2.1 describe safe, approved working practices for carrying out the work</p> <p>2.2 describe how to make sure that the surrounding areas are maintained during maintenance and repair</p> <p>2.3 describe the importance of retaining the items to be replaced</p> <p>2.4 describe how to check that items that have been repaired function correctly and why this should be done</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out 2.6 describe methods of cleaning tools and equipment 2.7 state the importance of cleaning tools and equipment after use 2.8 state where tools, equipment and un-used materials should be stored			
3	Be able to prepare to carry out maintenance and minor repairs	3.1 identify the items that need maintenance and the repair work required 3.2 assess that environmental and other site conditions are suitable to Be able to carry out maintenance and repairs 3.3 select the hand tools and equipment that are the most appropriate for the task 3.4 protect the immediate surrounding areas throughout the preparations and the work 3.5 apply the appropriate method for repairing damaged areas or surfaces for repair			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Perform Street Cleansing Manually

Unit reference number: F/600/6345

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to remove litter, detritus and debris from grounds	1.1 list the permits and checks that may be required for the task 1.2 describe factors which should be taken into account when identifying litter, detritus and debris 1.3 describe organisational requirements for reporting items that may present a risk to health and safety 1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn 1.5 state different types of equipment for removal of litter, detritus and debris 1.6 describe how to identify the correct equipment for the type of litter, detritus and debris 1.7 describe actions that need to be taken in order to deal with hazardous debris and detritus 1.8 state why mobile equipment should be secured 1.9 state the consequences of not securing mobile equipment 1.10 state the importance of segregating litter and putting into the correct container/location 1.11 state the importance of ensuring the work area is left free of litter, detritus and debris			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.12 state the organisational requirements for reporting when work has been completed 1.13 state the importance of adhering to organisational requirements for reporting when work has been completed			
2	Understand how to maintain waste	2.1 describe where information on the number and location of waste collection points can be found 2.2 state types of hazardous debris and detritus 2.3 describe actions that need to be taken in order to deal with hazardous debris and detritus 2.4 describe how to operate equipment safely 2.5 describe the organisational requirements for emptying containers 2.6 describe how to identify when containers need replacing 2.7 describe the organisational requirements for reporting problems			
3	Be able to remove litter, detritus and debris from grounds	3.1 confirm with the appropriate person the area to be cleaned 3.2 select and wear appropriate personal protective equipment for the task 3.3 select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 use equipment safely following organisational requirements 3.5 use the correct method for removing litter from the ground surface 3.6 secure mobile equipment when not in use 3.7 segregate litter and put in correct container/location 3.8 transfer waste to the correct collection points			
4	Be able to maintain waste collection points	4.1 identify the number and location of the waste collection points 4.2 identify waste that needs specialist treatment or handling 4.3 follow organisational requirements for dealing with waste that requires specialist treatment or handling 4.4 empty containers and replace as necessary 4.5 leave the area clean and tidy 4.6 report any problems following organisational requirements 4.7 return equipment to the correct place and store securely 4.8 report that work has been completed			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Perform Street Cleansing Mechanically

Unit reference number: J/600/6346

Level: 2

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is about carrying out street cleansing using a vehicle or other automated equipment. It covers removing litter and detritus from public areas and following the correct procedures to deal with litter that may pose a threat to health and safety.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to remove litter, detritus and debris	<p>1.1 list the permits and checks that may be required for the task</p> <p>1.2 describe factors which should be taken into account when identifying litter, detritus and debris</p> <p>1.3 describe organisational requirements for reporting items that may present a risk to health and safety</p> <p>1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn</p> <p>1.5 state types of hazardous debris and detritus</p> <p>1.6 describe actions that need to be taken in order to deal with hazardous debris and detritus</p>			
2	Understand how to operate vehicles, equipment and machinery	<p>2.1 state the level of legal and organisational authority needed to operate the vehicle or machinery</p> <p>2.2 state how the legal and organisational authority would be obtained</p> <p>2.3 state the types of personal protective equipment required for:</p> <ul style="list-style-type: none"> – vehicles – equipment and machinery – working conditions 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 describe how to check that the vehicles and machinery have sufficient resources 2.5 state where additional resources can be obtained 2.6 state the organisational requirements for reporting faults with vehicles, equipment and machinery 2.7 state the importance of operating vehicles, equipment and machinery safely 2.8 state the importance of securing mechanical equipment			
3 Understand how to deal with collected waste	3.1 state types of spillage that can occur 3.2 describe how to check that spillages have been treated correctly 3.3 describe the organisational requirements for reporting problems 3.4 state the location of the designated collection points for waste 3.5 describe how to discharge and dispose of collected waste safely 3.6 explain the legal and organisational requirements that must be followed when disposing of waste 3.7 state the organisational requirements for reporting when work has been completed 3.8 state the importance of adhering to organisational requirements for reporting when work has been completed			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to clean and store vehicles, equipment and machinery	<p>4.1 state the designated location for cleaning vehicles, equipment and machinery</p> <p>4.2 describe the methods for cleaning vehicles, equipment and machinery</p> <p>4.3 state the location of the storage areas for vehicles, equipment and machinery</p> <p>4.4 state the importance of leaving storage areas secure</p>			
5	Be able to remove litter and detritus	<p>5.1 confirm with the appropriate person the area to be cleaned</p> <p>5.2 select the:</p> <ul style="list-style-type: none"> - vehicle - equipment and machinery - cleaning methods <p>suitable for the litter, detritus and surfaces to be cleaned</p> <p>5.3 confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.4 select and wear personal protective equipment appropriate for the:</p> <ul style="list-style-type: none"> - vehicle - equipment and machinery - working conditions <p>5.5 check that vehicles and machinery have sufficient resources</p> <p>5.6 report faults with vehicles, equipment and machinery</p> <p>5.7 use appropriate methods for removing litter detritus and debris according to:</p> <ul style="list-style-type: none"> - type of litter, detritus and debris - equipment and machinery - vehicles - working conditions <p>5.8 operate vehicles, equipment and machinery safely following organisational requirements</p> <p>5.9 secure vehicles and machinery when not in use</p> <p>5.10 use methods which allow maximum clearance of litter, detritus and debris considering working conditions</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to deal with collected waste	6.1	make sure spillages are treated correctly before removing them		
		6.2	report any problems following organisational requirements		
		6.3	transfer collected waste to the designated collection point		
		6.4	discharge and dispose of waste in line with legal and organisational requirements		
		6.5	check that the waste hopper has been left empty		
7	Be able to clean and store vehicles, equipment and machinery	7.1	clean vehicles, equipment and machinery once work is completed		
		7.2	return vehicles, equipment and machinery to the correct place and store securely		
		7.3	report that work has been completed		

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Work Safely At Heights

Unit reference number: R/600/6348

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

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

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Use a Water-fed Pole System to Clean Windows and Facades

Unit reference number: L/600/6350

Level: 2

Credit value: 4

Guided learning hours: 23

Unit summary

This unit is about cleaning windows, glass, laminates, façade surfaces and other highly polished surfaces using water fed poles. It is important to assess the risks to yourself and others and follow working procedures.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment Principles which can be found in *Annexe D*.

The SSC's assessment guidance in *Annexe F* provides guidance on the acceptable types of evidence for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prepare to operate a water-fed pole system	1.1 describe how to conduct a risk assessment			
		1.2 identify the payload capacity of the vehicle used and describe the consequences of overloading the vehicle			
		1.3 describe the importance of displaying appropriate warning signs			
		1.4 describe the importance of wearing high visibility clothing and personal protective equipment and for others to see it being worn			
		1.5 describe the precautions which should be taken to reduce the health and safety risks of using water-fed poles			
		1.6 state the importance of checking and inspecting equipment for defects or damage before use			
		1.7 describe how to identify defects or damage			
		1.8 describe the organisational requirements for reporting defective and damaged equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to operate a water-fed pole system	2.1	describe when it is appropriate to use a backpack system and the safe procedures for doing this		
		2.2	describe the risks associated with using a water-fed pole and how they can be reduced		
		2.3	explain why it is important to use the correct length of pole		
		2.4	describe the correct handling techniques for portable systems		
		2.5	state types of materials used to make poles		
		2.6	state when it is appropriate to use different types of poles		
		2.7	explain why contact should be maintained when working alone		
		2.8	describe how different types of surfaces should be cleaned		
		2.9	describe methods of dealing with different types of soiling		
3	Understand how to maintain a water-fed pole system	3.1	list the important aspects of legislation with which equipment should comply		
		3.2	state the importance of keeping the water tank clean and free of build ups		
		3.3	state the importance of preventing the spread of legionella and other bacteria		
		3.4	describe how to replace water filter		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.5 state the importance of storing the tank system and equipment correctly			
		3.6 describe how to remove different types of build up in the tank system			
4	Be able to prepare to operate a water-fed pole system	4.1 carry out a risk assessment 4.2 load the vehicle and ensure it is not overloaded 4.3 select and display the appropriate warning signs 4.4 select and wear appropriate personal protective equipment 4.5 inspect equipment for defects and damage			
5	Be able to operate a water-fed pole system	5.1 select the correct length of pole for the surface to be cleaned 5.2 ensure that the composition of the pole is correct for the conditions on site 5.3 drain the system of water before lifting 5.4 maintain regular contact with the appropriate person			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to maintain a water-fed pole system	6.1	check tank systems to ensure they comply with relevant legislation		
		6.2	take appropriate actions to prevent build- ups		
		6.3	replace water filters in accordance with manufacturer's instructions		
		6.4	use the correct method of storage for a water-fed pole system		
		6.5	secure water-fed pole systems in the correct storage area		
		6.6	drain the tank and filters when the system is idle for an extended period		

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

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
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

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

All of these publications are available on our website:
qualifications.pearson.com

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

How to obtain National Occupational Standards

Asset Skills
2 The Courtyard
48 New North Road
Exeter
EX4 4EP

Telephone: 01392 423 399/0845 678 2 888

Email: info@assetskills.org

Professional development and training

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
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

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- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

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Contact us

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

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

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

Email: wbl@pearson.com
Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Pearson quality-assurance processes will involve:

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

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

Annexe B: Centre certification and registration

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

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

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

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

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

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

Pearson policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. qualifications.pearson.com

Annexe C: Assessment Principles



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

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

ASSESSMENT PRINCIPLES August 2010

POLICIES AND PRINCIPLES FOR AWARDING ASSET SKILLS COMPETENCE UNITS IN THE

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1 Introduction

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

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

2 Assessment principles for competency based units

2.1 The following principles will apply to Awarding Organisations:

- 2.1.1 Assessment should normally be at the candidate's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- 2.1.2 A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks.
e.g. If the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- 2.1.3 Asset Skills does not prescribe a minimum number of observations, however, evidence provided must demonstrate that competency is consistent and reliable.
- 2.1.4 Assessors can only assess in their acknowledged area of occupational competence.
- 2.1.5 Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- 2.1.6 Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

3 Simulation and witness testimony for competency based units

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

The underlying reasons for either simulation or witness testimony are:

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

3.1 Simulation

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

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

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

3.2 Witness Testimony

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

4 Recognition of prior learning and experience

- 4.1 Evidence from past achievement may be included as permissible evidence within assessment methods.
- 4.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment
- 4.3 Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.
- 4.4 All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

5 External quality assurance of assessment

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

6 Framework criteria for the appointment of external verifiers

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

6.3 Verification Competence

- 6.3.1 Awarding Organisations will ensure that External Verifiers:
 - Hold an appropriate external verifier qualification (D35 or V2), or be working towards the V2 qualification, and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).
 - In England, Wales, Northern Ireland new External Verifiers must achieve unit V2 within 12 months of beginning external verification.

- In Scotland ,all new EVs should have an assessment plan for achieving the V2 and be working towards achieving the awards. There is no timescale attached to the achievement of Unit V2.

6.4 Occupational Competence

All External Verifiers must

- 6.4.1 provide evidence of knowledge, understanding and application of the National Occupational Standards, Units of Assessment and Assessment Principles, together with technical definitions where appropriate. Awarding Organisations should cover this requirement as part of their normal appointment process.
 - 6.4.2 have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. External verifiers' experience and knowledge could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
 - 6.4.3 have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
 - 6.4.4 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles
 - 6.4.5 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
 - 6.4.6 be aware of national issues affecting vocational education, training and qualifications in the sector.
 - 6.4.7 have appropriate knowledge of the ASSET SKILLS framework of qualifications in relevant areas to the qualifications being externally verified.
 - 6.4.8 demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development.
 - 6.4.9 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice
- 6.5 Awarding Organisations may have generic criteria and personnel specifications in addition to the above.

7 Framework criteria for the appointment of internal verifiers

- 7.1 Internal Verifiers are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
- 7.2 This criteria will apply to existing and new Internal Verifiers.
- 7.3 Internal Verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.
- 7.4 Internal Verifiers should be seen as the person responsible for an approved centre's assessment quality in order to facilitate the assessment process and should be one of the following:
- 7.4.1 Internal Verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors
Or
- 7.4.2 Acting as a counter-signatory on a short term basis, a maximum period of 18 months, where Internal Verifier(s) have not yet achieved their V1 award.

7.5 Internal Verifiers will either:

- a Hold an appropriate internal verifier qualification (D34 or V1) , or be working towards a V1 qualification.
- In England, Wales and Northern Ireland all new internal verifiers should achieve unit V1 within 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a Verifier who has gained certification.
 - In Scotland, all new Verifiers should have an assessment plan for achieving the V1 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of V1 during centre visits
 - All new Internal Verifiers must hold units A1 and/or A2
- Or:
- b Where employers opt for an 'employer direct' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

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

Achieving the appropriate regulatory body approved unit qualifications for internal verification

Or

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

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

7.5.2 It is desirable that all Internal Verifiers hold a relevant qualification

Internal Verifiers will:

7.5.3 have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

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

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

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

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

7.5.8 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.

- 7.5.9 have knowledge of the requirements and application of the Asset Skills Assessment Principles
- 7.5.10 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice
- 7.6 Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development
- 7.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

8 Framework criteria for the appointment of assessors

8.1 This section is intended to assist Approved Centres in the recruitment of those individuals who will act as Assessors within the Approved Centre.

8.2 Assessors are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.

8.2.1 They should only assess in their area of technical and occupational competence as approved by their Awarding Organisations.

8.3 Assessors should be one of the following:

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

Or

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

8.4 **The Assessor should have the following:**

Assessment Competence

Either:

8.4.1

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

- In England, Wales and Northern Ireland, new Assessors must achieve unit A1 or A2 within 18 months of beginning assessment duties. Assessment decisions by Assessors who are still working towards certification must be countersigned by an Assessor who has gained certification.
- In Scotland, all new Assessors should have an assessment plan for achieving A1 or A2 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of A1 or A2 during centre visits.

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

Or:

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

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

Achieving the appropriate regulatory body approved unit qualifications for assessment.

Or

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

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

8.5 Occupational Competence

All assessors must

- 8.5.1 have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:
- curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution

- 8.5.2 have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- 8.5.3 have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of Assessment and these Assessment Principles
- 8.5.4 be prepared to participate in training activities for their continued professional development
- 8.6 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development
- 8.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

Annexe D: Cleaning Assessment Guidance Level 1

Cleaning assessment guidance level 1

The primary source of evidence must be by observation in the workplace by an assessor. It is recommended that assessment is holistic where possible. This is referencing the evidence across all the units which it fits. However, other forms of evidence may be used in exceptional instances and these are set out in the principles of assessment and are as follows:

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

In order to provide consistency across awarding organisations and centres the following guidance has been developed. The tables give guidance on the acceptable types of evidence for each unit. **It does not mean that evidence must be provided for each type allowed.**

Suggested evidence types for the headings are as follows:

Observation; direct observation or witness testimony where direct observation is not possible (see Assessment Principles)

Question and answer; candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation/realistic working environment; should be used as a last resort where allowed. A definition of a realistic working environment is given in the Assessment Principles document.

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
T/600/6276 Maintain personal hygiene standards when cleaning				
1 know why it is important to keep clean and hygienic in the workplace	1.1 state the importance of wearing clean clothes when cleaning		X	
	1.2 list types of jewellery and accessories which may not be worn		X	
	1.3 state why some types of jewellery and accessories may not be worn		X	
	1.4 state the importance of keeping hair, skin and nails clean and hygienic		X	
	1.5 describe why it is important to follow the organisational requirements for hand hygiene		X	
	1.6 describe the difference between washing and decontaminating hands		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 know how to select and use personal protective equipment	2.1 list different types of personal protective equipment which are available		X	
	2.2 state why it is important to wear personal protective equipment		X	
	2.3 state where and how to dispose of used personal protective equipment		X	
3 know how to report skin conditions and illnesses	3.1 state why it is important to report cuts, grazes, skin conditions or illnesses		X	
	3.2 state how to report cuts, grazes, skin conditions or illnesses		X	
4 know how to cover cuts and skin conditions	4.1 list different types of treatments for cuts, grazes or skin conditions		X	
	4.2 explain why it is important to cover cuts, grazes or skin conditions when cleaning		X	
5 be able to keep clean and hygienic in the workplace	5.1 follow organisational requirements for jewellery and accessories	X		
	5.2 store jewellery and accessories following organisational requirements	X		
	5.3 follow organisational requirements for hand hygiene	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to select and use personal protective equipment appropriately	6.1 select appropriate personal protective equipment	X		
	6.2 check that the selected personal protective equipment is clean and fit for use	X		
	6.3 wear personal protective equipment in line with health and safety requirements	X		
	6.4 change personal protective equipment when necessary	X		
	6.5 dispose of used personal protective equipment correctly	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
J/600/6279 Work with others and follow reporting procedures				
1 know the organisational requirements before starting work	1.1 state the procedures for entering and leaving the workplace		X	
	1.2 state the importance of following procedures for entering and leaving the workplace		X	
	1.3 state the standards of behaviour expected in the workplace		X	
	1.4 state the importance of giving a positive impression to others		X	
	1.5 state where to obtain the work schedule and instructions		X	
2 know how to work as part of a team	2.1 list different ways of communicating with others in the team		x	
	2.2 state why it is important to check that they have been understood		x	
	2.3 list tasks that may be shared in the team		x	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.4 state the limits of own responsibility in demonstrating tasks to others		X	
	2.5 list the types of assistance that may be offered to colleagues		X	
	2.6 state how to ask for help in carrying out work		X	
3 know how to resolve difficult situations and who to report them to	3.1 describe ways to handle disagreements so that it does not affect the work of the team		X	
	3.2 state the importance of resolving disagreements as soon as possible		X	
	3.3 state when and to whom disagreements should be reported		X	
	3.4 describe risks and problems that may be encountered and how they can be dealt with		X	
	3.5 state the organisational requirements for recording damage, breakages and disruption		X	
	3.6 state the importance of reporting any damage, breakages and disruption caused		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to work as part of a team	4.1 follow the correct procedure for entering and leaving the workplace	X		
	4.2 use the work schedule to complete the work as a team	X		
	4.3 agree with colleagues how to share work so that the team works effectively	X		
	4.4 welcome new colleagues to the team	X	X	
	4.5 show others how to do any tasks they may not have done before, within the limits of own responsibility	X	X	X
	4.6 answer work related questions from other members of the team	X	X	
	4.7 communicate with customers and others in a professional manner to provide any information needed	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to record and report any incidents or disagreements	5.1 report any problems which: <ul style="list-style-type: none"> – they are unable to deal with alone – affect health and safety – affect the reputation of the workplace 	X	X	
	5.2 record any breakages, damage and disruption in the workplace	X	X	
	5.3 report any work that is incomplete and agree arrangements for finishing the work	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
A/600/6280 Work individually and follow reporting procedures in a cleaning environment				
1 know how to ensure own safety when working individually when cleaning	1.1 state the arrangements for contacting the appropriate person		X	
	1.2 state how often contact should be made when carrying out work		X	
	1.3 state the procedures for entering the workplace		X	
	1.4 state types of risks present in the workplace		X	
	1.5 state the importance of taking action to reduce risks in the workplace		X	
	1.6 define own level of responsibility for controlling access to the workplace		X	
	1.7 state the importance of following procedures for access to the workplace		X	
	1.8 list types of other authorised persons who can enter the workplace		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 know expected standards of behaviour in the workplace	2.1 state the standards of behaviour expected in the workplace		X	
	2.2 state the importance of giving a positive impression to others		X	
	2.3 list different ways of communicating with others		X	
	2.4 state why it is important to check that they have been understood		X	
3 know how to carry out work individually	3.1 state where to obtain the work schedule and instructions		X	
	3.2 define the areas in which they are authorised to carry out work		X	
	3.3 state the importance of assessing how own work is progressing		X	
	3.4 state the importance of identifying any tasks that they will be unable to complete individually		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 know how to follow procedures when working individually	4.1 state the organisational requirements for reporting to own employer or customer		X	
	4.2 state employer procedures and rules, including emergency procedures and contacts that apply to the work area		X	
	4.3 state the organisational requirements for recording damage, breakages and disruption		X	
	4.4 state the importance of reporting any damage, breakages and disruption caused		X	
	4.5 state the organisational requirements for leaving the workplace		X	
	4.6 state the importance of leaving the workplace secure		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to ensure own safety when working individually when cleaning	5.1 maintain agreed levels of contact with the appropriate person when carrying out work	X		
	5.2 follow the correct procedure for entering and leaving the workplace	X		
	5.3 identify risks present in the workplace	X		
	5.4 take action to reduce risks in the workplace	X		
	5.5 control access to the workplace within the limits of own responsibility	X		
	5.6 respond to customers and others and provide information that meets their needs	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to carry out work individually	6.1 use the work schedule to complete work	X		
	6.2 identify tasks they are not able to complete individually and report to the appropriate person	X		
	6.3 report any problems to the appropriate person which: – they are unable to deal with alone – affect health and safety – affect the reputation of the workplace	X	X	
	6.4 record and report any breakages, damage and disruption in the workplace	X	X	
	6.5 report any work that is incomplete and agree arrangements for finishing the work with the appropriate person	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
J/600/6281 Work in an environmentally friendly way				
1 know how to work in an environmentally friendly way	1.1 state how to recognise potential wastage of energy, water, equipment and materials		X	
	1.2 state the organisational requirements to prevent wastage		X	
	1.3 state types of pollution in the workplace		X	
	1.4 state types of environmental damage and describe the impact that could occur		X	
	1.5 describe the corrective actions that would need to be taken if environmental damage occurs		X	
	1.6 state working methods to minimise pollution and the waste of resources		X	
	1.7 state methods of dealing with waste disposal		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 be able to work in an environmentally friendly way	2.1 carry out work in a way which minimises environmental damage	X		
	2.2 use tools and materials in a way which minimises environmental damage	X		
	2.3 care for equipment and materials to minimise wastage	X		X
	2.4 dispose of waste in a way which minimises environmental damage	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
J/600/6282 Use and store cleaning equipment and agents				
1 know how to prepare for cleaning the work area	1.1 state the uses of different types of personal protective equipment		X	
	1.2 state the importance of ventilating the area		X	
	1.3 state the meaning of different warning signs		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 know how to prepare cleaning equipment and agents	2.1 state the location of the storage area(s) and how to gain access		X	
	2.2 state the location of the nearest water and electricity supplies to the storage area		X	
	2.3 state the importance of colour coding		X	
	2.4 describe how to check that equipment is safe for use		X	
	2.5 state the organisational requirements for reporting faults		X	
	2.6 state the correct method for preparing cleaning solutions		X	
	2.7 state the meanings of warning signs used on cleaning agent containers		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 know how to use cleaning equipment and agents correctly and safely	3.1 state the health and safety legislation which applies to the use of cleaning equipment and agents		X	
	3.2 describe what might happen if relevant legal requirements are not followed		X	
	3.3 describe the correct technique for using different types of equipment		X	
	3.4 state why it is dangerous to mix certain types of cleaning agents		X	
	3.5 state the importance of following manufacturer's instructions when dealing with cleaning agents		X	
	3.6 state types of problems that could occur when preparing and using cleaning agents		X	
	3.7 state how to deal with problems that could occur when preparing and using cleaning agents		X	
	3.8 state why work routines and sequences need to be followed		X	
	3.9 state what to look for when performing a post-cleaning inspection of the surface		X	
	3.10 state how to reinstate the work area		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 know how to store cleaning equipment and agents correctly and safely	4.1 identify where equipment should be stored		X	
	4.2 describe the correct procedures for the storage of cleaning agents		X	
	4.3 state the importance of the correct storage of cleaning agents		X	
	4.4 describe the correct method for storing equipment		X	
	4.5 state the importance of securing the storage area		X	
5 be able to prepare for cleaning the work area	5.1 select and wear appropriate personal protective equipment for the cleaning task	X		
	5.2 ventilate the area as appropriate	X		
	5.3 select and display appropriate warning signs	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to prepare cleaning equipment and agents	6.1 select the appropriate equipment for the task	X		
	6.2 carry out safety checks on the equipment	X		
	6.3 report any faults and problems with the equipment	X	X	
	6.4 select an appropriate cleaning agent for the task	X	X	
	6.5 prepare a cleaning solution	X	X	
7 be able to use cleaning equipment and agents correctly and safely	7.1 use different types of equipment correctly	X		
	7.2 clean surfaces systematically	X		
	7.3 carry out a post-cleaning check of the surface	X		
	7.4 dispose of left over cleaning agents correctly	X		
	7.5 reinstate the work area	X		
	7.6 clean used equipment and return it to the correct storage area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
8 be able to store cleaning equipment and agents correctly and safely	8.1 make sure the storage area is clean and tidy	X		
	8.2 store cleaning agents in line with health and safety requirements	X		
	8.3 store equipment in line with health and safety requirements	X		
	8.4 check stock levels of cleaning agents	X		
	8.5 report any shortages of cleaning agents	X	X	
	8.6 secure the storage area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
Y/600/6285 Deal with waste, recyclables, lost property and suspicious packages when cleaning				
1 know how to prepare to deal with waste	1.1 state the requirements for preparing self and the work area when dealing with waste		X	
	1.2 state the uses of different types of personal protective equipment		X	
	1.3 state the importance of wearing personal protective equipment		X	
	1.4 state the importance of maintaining personal hygiene when handling waste		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 know the procedures for dealing with waste, recycling, lost property and suspicious packages	2.1 describe the procedure for handling and disposing of the type of waste they are dealing with		X	
	2.2 state the importance of checking with the appropriate person and following procedures before removing unidentified or hazardous waste		X	
	2.3 state the organisational requirements for cleaning and relining waste receptacles		X	
	2.4 state the organisational requirements for dealing with lost property		X	
	2.5 state the organisational requirements for dealing with suspicious items		X	
	2.6 state types of equipment used for handling and disposing of waste		X	
	2.7 state the organisational requirements for transferring waste		X	
	2.8 state the arrangements for recycling in the workplace		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 be able to prepare to dispose of waste	3.1 prepare self and working area in order to dispose of waste efficiently and safely	X		
	3.2 use the correct personal protective equipment required when disposing of waste	X		
	3.3 identify different categories of waste	X		
4 be able to dispose of waste safely and deal with lost property	4.1 handle waste bags and receptacles safely and securely	X		
	4.2 identify waste which needs to be transferred to a collection point	X		
	4.3 clean and reline waste receptacles	X		
	4.4 identify potential lost property and take it to the correct collection point	X	X	
	4.5 report and record items of lost property which have been found according to requirements	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
M/600/6292 Use electrically powered cleaning equipment effectively and safely				
1 know how to prepare for cleaning the work area	1.1 state the uses of different types of personal protective equipment		X	
	1.2 state the importance of ventilating the work area		X	
	1.3 state the meaning of different warning signs		X	
	1.4 describe how to prepare the surface for cleaning		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 know how to prepare electrical cleaning equipment for use	2.1 state the location of the storage area and how to gain access to it		X	
	2.2 state the location of the electrical or charging point		X	
	2.3 identify cleaning equipment that is suitable for the task		X	
	2.4 describe how to check that cleaning equipment is safe for use		X	
	2.5 state the organisational requirements for reporting faults		X	
	2.6 describe how to adjust cleaning equipment safely		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 know how to use electrical cleaning equipment correctly and safely	3.1 state the organisational requirements for: – the charging of battery packs – dealing with trailing cords		X	
	3.2 describe the correct technique for using the type of electrical or battery powered cleaning equipment for the task		X	
	3.3 state the importance of following manufacturer's instructions when dealing with cleaning agents		X	
	3.4 state the importance of cleaning and testing equipment before returning it to the storage area		X	
4 know how to reinstate the work area	4.1 state what to look for when carrying out a post-cleaning inspection of the surface		X	
	4.2 state the organisational requirements for disposing of leftover cleaning agents		X	
	4.3 identify where cleaning equipment should be stored		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to prepare for cleaning the work area	5.1 select and wear the appropriate personal protective equipment for the task	X		
	5.2 ventilate the area as appropriate	X		
	5.3 select and display appropriate warning signs clearly	X		
	5.4 prepare the surface for cleaning	X		
6 be able to prepare electrically powered cleaning equipment for use	6.1 perform safety checks on the cleaning equipment	X		
	6.2 adjust equipment safely before use	X	X	
	6.3 report any faults following organisational requirements	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
7 able to use equipment and cleaning agents effectively and safely	7.1 ensure that any electrical cable is correctly positioned	X		
	7.2 ensure that the equipment has power	X		
	7.3 use the correct technique for the cleaning equipment	X		
	7.4 clean the surface in a way which ensures full coverage	X		
	7.5 carry out post-cleaning check of the surface	X		
	7.6 dispose of leftover cleaning agents correctly	X	X	
	7.7 reinstate the work area	X		
	7.8 clean and test used equipment	X		
	7.9 return equipment to the correct storage area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
T/600/6312 Clean surfaces using correct methods				
1 know how to prepare for cleaning the work area	1.1 state the uses of different types of personal protective equipment		X	
	1.2 state the importance of ventilating the work area		X	
	1.3 state the meaning of different warning signs		X	
	1.4 describe how to prepare the surface for cleaning		X	
2 know how to prepare equipment and surfaces for cleaning	2.1 identify equipment that is suitable for cleaning different types of surfaces		X	
	2.2 state the importance of using the correct colour coded equipment		X	
	2.3 state how to check that equipment is safe for use		X	
	2.4 identify cleaning agents that are suitable for different types of surfaces		X	
	2.5 state the correct method for preparing cleaning solutions		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 know how to clean surfaces and reinstate the work area	3.1 describe the correct technique for using different types of equipment		X	
	3.2 state how to ensure full coverage of the surface to be cleaned		X	
	3.3 state what to look for when carrying out a post-cleaning inspection of the surface		X	
	3.4 describe how to reinstate the work area		X	
	3.5 identify where equipment should be stored		X	
4 be able to prepare for cleaning the work area	4.1 select and wear appropriate personal protective equipment for the task	X		
	4.2 ventilate the area as appropriate	X		
	4.3 select and display appropriate warning signs clearly	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to prepare equipment and surfaces for cleaning	5.1 select appropriate equipment for the task	X		
	5.2 perform safety checks on the cleaning equipment	X		
	5.3 prepare the surface for cleaning	X		
	5.4 select the appropriate cleaning agent for the task	X	X	
	5.5 prepare a cleaning solution	X	X	
6 be able to clean surfaces and reinstate the work area	6.1 use correct techniques to clean different types of surface and soiling	X		
	6.2 clean the surface in a way which ensures full coverage	X		
	6.3 carry out a post-cleaning check of the surface	X		
	6.4 dispose of left over cleaning agents correctly	X	X	
	6.5 reinstate the work area	X		
	6.6 clean and test used equipment	X		
	6.7 return equipment to the correct storage area	X		

Annexe E: Cleaning Assessment Guidance Level 2

Cleaning assessment guidance level 2

The primary source of evidence must be by observation in the workplace by an assessor. It is recommended that assessment is holistic where possible. This is referencing the evidence across all the units which it fits. However, other forms of evidence may be used in exceptional instances and these are set out in the principles of assessment and are as follows:

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

In order to provide consistency across awarding organisations and centres the following guidance has been developed. The tables give guidance on the acceptable types of evidence for each unit. **It does not mean that evidence must be provided for each type allowed.**

Suggested evidence types for the headings are as follows:

Observation; direct observation or witness testimony where direct observation is not possible (see Assessment Principles)

Question and answer; candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation/realistic working environment; should be used as a last resort where allowed. A definition of a realistic working environment is given in the Assessment Principles document.

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
M/600/2775 Reduce Risks to Health and Safety in the Workplace				
1 know about their organisation's health and safety procedures	1.1 describe their responsibilities and legal duties for health and safety in the workplace		X	
	1.2 identify responsibilities and legal duties for health and safety specific to their own job role		X	
	1.3 name and locate the person responsible for health and safety in their area of work		X	
	1.4 describe where and when to get additional health and safety assistance		X	
	1.5 give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 know how to identify the hazards in the workplace	2.1 define the term 'hazard'		X	
	2.2 give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role		X	
	2.3 give reasons why it is important to remain alert to the presence of hazards in the whole workplace		X	
	2.4 describe why personal presentation and behaviour is important in maintaining health and safety in the workplace		X	
3 know how to evaluate risks in the workplace	3.1 define the term 'risk'		X	
	3.2 give reasons why they should deal with or report risks		X	
	3.3 describe procedures for reporting risks which they are unable to deal with		X	
	3.4 describe the risks to the environment which may be present in the workplace and your own job		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to identify the hazards and risks in the workplace	4.1 select the workplace instructions are relevant to the job	X		
	4.2 identify aspects of the workplace which could pose a danger to themselves or others	X	X	
	4.3 give examples of working practices in the job which could pose a danger to people in the workplace	X	X	
	4.4 assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person	X	X	
	4.5 deal with hazards in accordance with instructions and legal requirements	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to reduce the risks to health and safety in the workplace	5.1 perform duties in accordance with workplace instructions, manufacturer's instructions and legal requirements	X		
	5.2 use equipment materials and products safely and in accordance with instructions	X		
	5.3 use relevant equipment to control risks to health and safety	X		
	5.4 make suggestions on how to reduce risks to health and safety in the workplace to the relevant person	X	X	
	5.5 describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person		X	
	5.6 describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self and others		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
D/600/6322 Communicate effectively in the workplace				
1 understand how to communicate with others in the workplace	1.1 describe how to respond to different customer needs and attitudes		X	
	1.2 describe positive and negative behaviour in relation to equality and diversity in the workplace		X	
	1.3 state when different forms of communication should be used in the workplace		X	
	1.4 describe how to check that information has been understood		X	
	1.5 explain how personal behaviour can contribute to the positive image of the organisation		X	
	1.6 state the importance of communicating all the information necessary to the relevant person		X	
	1.7 state the importance of responding positively to queries from customers and the public		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to record and pass on information	2.1 state where to find up-to-date information needed to carry out own job		X	
	2.2 identify the different ways in which information is recorded		X	
	2.3 describe the procedures for recording, acknowledging and responding to incoming information		X	
	2.4 describe what actions to take when encountering problems passing on information		X	
	2.5 state how to report faults with communication equipment		X	
3 be able to communicate with others in the workplace	3.1 respond to the needs and attitudes of customers appropriately	X	X	
	3.2 present a positive image of the organisation	X		
	3.3 give customers and others relevant information following organisational requirements	X	X	
	3.4 respond promptly, clearly and politely to questions and comments from customers and others	X	X	
	3.5 check that customers and others have understood the information correctly	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to record and pass on information	4.1 use up to date information to carry out the task	X	X	
	4.2 record information following organisational requirements	X	X	
	4.3 pass on accurate information promptly and take appropriate action when this cannot be done	X	X	
	4.4 report faults with communication equipment	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
R/600/6351 Develop yourself in the job role				
1 know how to develop him/her self in the job	1.1 identify activities that could help with self development		X	
	1.2 describe how to set targets for personal development		X	
	1.3 state the importance of setting achievable personal development targets		X	
	1.4 identify the types of support available to achieve targets		X	
	1.5 describe the procedures for accessing support		X	
	1.6 state the importance of reviewing and updating progress against targets		X	
	1.7 describe the procedures for reviewing and updating progress		X	
	1.8 list the benefits of discussing progress with others		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 be able to develop yourself in the job	2.1 identify and agree areas where you could develop further	X	X	
	2.2 agree achievable targets for personal development	X		
	2.3 agree the time and support required to achieve targets	X		
	2.4 demonstrate new skills in the workplace	X		
	2.5 request and use feedback on own performance from others	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
K/600/6324 Clean and maintain internal surfaces and areas				
1 understand how to prepare to clean and maintain internal surfaces and areas	1.1 describe the sequence for cleaning to avoid re-soiling		X	
	1.2 list the permits and checks that may be required to work on the premises		X	
	1.3 state the procedures for entering and leaving the workplace		X	
	1.4 state the standards of appearance and behaviour required in the workplace		X	
	1.5 state the importance of personal hygiene when cleaning		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.6 describe how the following factors can influence the cleaning method used: <ul style="list-style-type: none"> – manufacturer’s instructions – risk – efficiency – access – time – surface – type of soiling 		X	
	1.7 state how to inspect a work area to decide what cleaning needs to be carried out		X	
	1.8 state the importance of wearing the required personal protective equipment and for others to see it being worn		X	
	1.9 state the importance of following a work schedule		X	
	1.10 describe the best methods and materials for carrying out a specific task identifying possible alternatives		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.11 state why different equipment should be used for different tasks		X	
	1.12 state the importance of using the correct colour coded equipment		X	
2 understand how to clean and maintain internal surfaces	2.1 describe how to avoid causing injury or damage when cleaning		X	
	2.2 state the amount of time allowed for completing the activity		X	
	2.3 state what results are expected from each cleaning activity		X	
	2.4 state the techniques to use with chosen equipment and materials		X	
	2.5 describe the consequences of: <ul style="list-style-type: none"> – using wrong equipment – using wrong materials – not following manufacturer's instructions 		X	
	2.6 state how to change between cleaning methods to cope with different types of soiling and surface		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.7 describe methods that can be used for different types of soiling and surface		X	
	2.8 state how to identify pest infestation and the action needed to deal with it		X	
	2.9 state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this		X	
	2.10 state the importance of checking the quality of work as it is being done		X	
	2.11 state tasks that are outside of own responsibility		X	
	2.12 describe the organisational requirements for dealing with and reporting accidental damage		X	
3 know how to complete the cleaning activity	3.1 state why tools and equipment should be cleaned after use		X	
	3.2 state the location of the storage areas for equipment and materials		X	
	3.3 state why storage areas should be kept clean, safe and secure		X	
	3.4 describe the organisational requirements for organising replacement and extra resources		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to prepare to clean and maintain internal surfaces and area	4.1 follow the correct procedure for entering and leaving the workplace	X		
	4.2 identify the area to be cleaned and taking into account different types of surfaces and areas	X		
	4.3 inform appropriate people know when cleaning is taking place and when it will be completed	X		
	4.4 select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling	X		
	4.5 select and wear appropriate personal protective equipment for the task	X		
	4.6 ensure that all surfaces are accessible and can be reached to carry out adequate cleaning	X		
	4.7 deal with unattended items following organisational requirements	X	X	
	4.8 ventilate the area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to clean and maintain internal surfaces	5.1 remove loose dirt, debris and detritus prior to cleaning	X		
	5.2 use the correct cleaning method for the work area, type of soiling and surface	X		
	5.3 follow the sequence for cleaning in order to avoid re-soiling	X		
	5.4 assess the actions required to prevent disturbance to others when cleaning	X	X	
	5.5 avoid obstructions to access when using cleaning equipment and power leads	X		
	5.6 select and display appropriate warning signs	X		
	5.7 adapt the cleaning method according to the available equipment, materials and problems identified	X	X	
	5.8 report any difficulties in carrying out the work in line with organisational requirements	X	X	
	5.9 deal with spillages using the equipment, materials and method appropriate to the surface and type of spillage	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	5.10 report any additional cleaning required that is outside own responsibility or skill	X	X	
6 be able to complete the cleaning process	6.1 replenish supplies or consumables	X		
	6.2 leave the area clean and dry	X		
	6.3 secure cleaning equipment, materials and personal protective equipment in the correct storage area	X		
	6.4 organise replacement resources as required	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
M/600/6325 Clean and maintain external surfaces and areas				
1 understand how to prepare to clean and maintain external surfaces and areas	1.1 list the permits and checks that may be required for the task		X	
	1.2 state the location of the job and how to get to that location		X	
	1.3 describe how environmental conditions can affect: – the cleaning to be carried out – the equipment which can be used		X	
	1.4 state how to inspect a work area to decide what cleaning needs to be carried out		X	
	1.5 state the standards of appearance and behaviour required		X	
	1.6 state the importance of wearing the required personal protective equipment and for others to see it being worn		X	
	1.7 explain why it is important to inspect the work area for public access		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.8 describe the best methods and materials for carrying out a specific task identifying possible alternatives		X	
	1.9 describe why it is important to estimate the time required for the job		X	
2 understand how to clean and maintain external surfaces and areas	2.1 state the techniques to be use with chosen equipment and materials		X	
	2.2 describe the tasks that need to be performed		X	
	2.3 describe the consequences of: <ul style="list-style-type: none"> – using wrong equipment – using wrong materials – not following manufacturer's instructions 		X	
	2.4 state how to change between cleaning methods to cope with different environmental conditions		X	
	2.5 describe methods that can be used for cleaning external surfaces and areas		X	
	2.6 state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.7 state the importance of checking the quality of work as it is being done		X	
	2.8 describe the organisational requirements for dealing with and reporting accidental damage		X	
	2.9 state the organisational requirements for reporting difficulties which may arise		X	
3 know how to complete the cleaning activity	3.1 state why tools and equipment should be cleaned after use		X	
	3.2 state the location of the storage areas for equipment and materials		X	
	3.3 state why storage areas should be kept clean, safe and secure		X	
	3.4 describe the organisational requirements for organising replacement and extra resources		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to prepare to clean and maintain external surfaces and areas	4.1 identify the area to be cleaned and the order in which tasks need to be done	X		
	4.2 assess the impact of environmental conditions, i.e. temperature, rain, humidity, wind and ice, on the order of tasks	X	X	
	4.3 select tools and equipment for the task, taking into account: <ul style="list-style-type: none"> – efficiency – risk – time – weather conditions 	X	X	
	4.4 check that the tools and equipment required are available for use	X		
	4.5 select and wear appropriate personal protective equipment for the task	X		
	4.6 check that the equipment can be used safely in the work area	X		
	4.7 deal with unattended items following organisational requirements	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to clean and maintain external surfaces and areas	5.1 carry out work in a way which does not affect other exterior surfaces and areas	X		
	5.2 use the correct cleaning method for the work area and surface	X		
	5.3 adapt the cleaning methods according to available equipment and environmental conditions	X	X	
	5.4 report any difficulties in carrying out the work in line with organisational requirements	X	X	
	5.5 deal with accidental damage	X	X	
6 be able to complete the cleaning process	6.1 organise replacement resources as required	X	X	
	6.2 clean tools and equipment after use	X		
	6.3 return tools and equipment to the correct place and store securely	X		
	6.4 report tools and machinery in need of repair	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
T/600/6326 Deal with routine waste				
1 understand how to handle routine waste	1.1 describe the procedures and methods for preparing self and the work area		X	
	1.2 list different types of personal protective equipment		X	
	1.3 describe the importance of wearing personal protective equipment and for others to see it being worn		X	
	1.4 describe the importance of maintaining personal hygiene when handling routine waste		X	
	1.5 state the organisational requirements for handling and disposing of routine waste		X	
	1.6 state the correct equipment for handling and disposing of routine waste		X	
	1.7 state the arrangements for recycling in the workplace		X	
	1.8 describe the approved methods for transferring waste		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.9 describe the organisational requirements for reporting and handling waste spillages		X	
2 understand how to handle hazardous and suspicious items	2.1 state the importance of checking with the appropriate person before removing hazardous items		X	
	2.2 explain the organisational requirements for dealing with suspicious items		X	
3 understand how to deal with waste containers	3.1 describe why the location and cleaning of waste areas is important in preventing and controlling pests		X	
	3.2 describe the organisational requirements for dealing with waste containers that are damaged		X	
	3.3 state the standards of cleanliness required for holding areas, empty holding and collection bins		X	
	3.4 state who is responsible for cleaning holding areas, empty holding and collection bins		X	
	3.5 state the location of waste holding areas		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	3.6 describe methods of taking waste to the holding area safely		X	
	3.7 describe the organisational requirements for reporting: – dangerous equipment – faulty equipment – danger of disease		X	
4 be able to handle routine waste safely	4.1 prepare self and the work area to do the task efficiently, correctly and safely	X		
	4.2 select and wear appropriate personal protective equipment for the task	X		
	4.3 identify the location of the waste holding areas	X		
	4.4 identify different categories of waste and deal with them appropriately	X		
	4.5 check that waste bags or receptacles are secure before handling	X		
	4.6 identify waste to be collected and transferred to a collection point	X		
	4.7 ensure that sacks and receptacles are not damaged during handling	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	4.8 ensure the safety of self and others when handling sacks and receptacles	X		
	4.9 check that sacks and receptacles are not damaged once they have been moved	X		
	4.10 take appropriate action if a sack or receptacle is damaged	X	X	
	4.11 apply organisational requirements on the safe removal of waste spillages	X	X	
5 be able to deal with waste containers	5.1 follow organisational requirements to cut down the risk of contaminating surrounding areas	X	X	
	5.2 follow organisational requirements for reporting signs of pest infestation	X	X	
	5.3 clean waste containers	X		
	5.4 replace waste containers or bin liners	X		
	5.5 report any faulty or damaged equipment	X	X	
	5.6 secure cleaning equipment, machinery and waste containers to the correct storage area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	5.7 follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
J/600/6329 Clean washrooms and replenish supplies				
1 know how to prepare for cleaning washrooms	1.1 describe procedures for entering washrooms when cleaning and why they must be followed		X	
	1.2 state the importance of personal hygiene when cleaning		X	
	1.3 state the importance of wearing personal protective equipment and for others to see it being worn		X	
	1.4 describe why it is important to ventilate the washroom area		X	
	1.5 describe the range of colour-coded equipment and its importance when cleaning washrooms		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 know how to carry out cleaning of washrooms	2.1 state why it is important to remove dust, hair and debris before cleaning surfaces, fixtures and fittings		X	
	2.2 identify cleaning agents suitable for cleaning washrooms		X	
	2.3 state why it is important to follow manufacturer's instructions when diluting cleaning agents		X	
	2.4 state why surfaces should not be over-wetted		X	
	2.5 describe how to clean fixtures and fittings in order to avoid contamination or risk of infection		X	
	a state why surfaces should be dry on completion of cleaning		X	
	b explain why it is important that waste outlets and overflows are free from dirt, hair and debris		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 know how to replenish supplies and reinstate the work area	3.1 describe why it is important to follow manufacturers' instructions when identifying consumables that should be replenished		X	
	3.2 state where consumables can be found and the procedures for organising replacement of supplies		X	
	3.3 describe procedures for collecting, holding and disposing of waste and why they should be followed		X	
	3.4 describe organisational requirements for reporting faulty equipment and problems and why they should be followed		X	
	3.5 state where the correct storage place for cleaning equipment and materials can be found		X	
	3.6 state why used personal protective equipment should be removed or replaced upon leaving the sanitary area		X	
	3.7 describe the procedures for dealing with used personal protective equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to prepare to clean washrooms	4.1 select and wear personal protective equipment appropriate to the cleaning task	X		
	4.2 follow procedures for entering washrooms	X		
	4.3 check that there is enough ventilation in the cleaning area	X		
	4.4 select and use appropriate equipment for cleaning different areas of the washroom	X		
5 be able to clean washrooms	5.1 remove dust, hair and debris from surfaces, fixtures and fittings before cleaning	X		
	5.2 apply cleaning agents according to the manufacturer's instructions	X		
	5.3 clean surfaces without over-wetting	X		
	5.4 clean the fixtures and fittings to avoid risk of infection or contamination leaving them free of smears	X		
	5.5 check that surfaces are dry on completion of cleaning and that they do not represent a slip hazard	X		
	5.6 leave the waste outlets and overflows free from dirt, hair and debris	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to replenish supplies and reinstate the work area	6.1 check holders and containers for levels of consumables	X		
	6.2 refill or replace items and consumables following manufacturers' instructions	X	X	
	6.3 take solid waste materials safely to the correct collection point and dispose of slurry	X		
	6.4 clean the equipment	X		
	6.5 put equipment and resources back in the right place when finished	X		
	6.6 reinstate the work area	X		
	6.7 remove or replace personal protective equipment following procedures for disposal or storage	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
A/600/6330 Clean high risk areas				
1 understand how to prevent the spread of infection and contamination in a high risk area	1.1 explain the organisational requirements for entering and leaving the high risk area		X	
	1.2 describe how the risks present in the high risk area would differ from routine areas		X	
	1.3 state potential risks in the high risk area		X	
	1.4 state the importance of removing personal items before cleaning in a high risk area		X	
	1.5 state what personal protective equipment must be worn in the high risk area		X	
	1.6 state why hand hygiene is important in a high risk area		X	
	1.7 explain where hand hygiene facilities should be located		X	
	1.8 state the importance of having a designated contact person when cleaning a high risk area		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.9 state why damaged furniture or equipment poses an additional risk		X	
	1.10 state the organisational requirements for reporting damaged furniture and equipment		X	
2 understand the procedures to follow before cleaning high risk areas	describe the signage: – in a high risk area – for cleaning a high risk area		X	
	state the location of signs in a high risk area		X	
	describe the access arrangements for water and drainage facilities		X	
	explain the organisational requirements for arranging communication		X	
	state the importance of confirming contact arrangements before starting work		X	
	state the types of health conditions which may restrict cleaning duties and why it is important to report these		X	
	state the organisational requirements for reporting health conditions		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	explain the importance of having cleaning equipment which is in safe working order		X	
	state the organisational requirements for reporting problems with equipment		X	
	state which equipment, tools and machinery should be removed from the workplace before cleaning		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 understand how to carry out cleaning in high risk areas	3.1 state the organisational requirements for cleaning in high risk areas		X	
	3.2 state which surfaces and soiling should be cleaned		X	
	3.3 describe the organisational requirements for reporting any soiling which cannot be cleaned		X	
	3.4 state which cleaning agents should be used in the high risk area		X	
	3.5 state the dilution levels required for the cleaning agents		X	
	3.6 state the importance of having the work area checked		X	
	3.7 state who is responsible for checking the work area		X	
	3.8 state who is responsible for removing waste from the area and how often this is carried out		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 understand the procedures to follow after cleaning high risk areas	4.1 state what equipment, tools and machinery should be removed from the workplace after cleaning		X	
	4.2 describe the organisational requirements for reporting accidental damage		X	
	4.3 state when signage should be removed and where it is stored		X	
	4.4 describe the importance of checking and cleaning personal protective equipment after use		X	
	4.5 state why equipment should be cleaned and replaced when necessary		X	
	4.6 describe the organisational requirements for disposal of waste and personal protective equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to follow procedures to prevent the spread of infection and contamination in a high risk area	5.1 follow organisational requirements when entering high risk area	X		
	5.2 report any health conditions which may cause infection or contamination of the high risk area	X	X	
	5.3 assess the risks of exposure to micro-organisms or contaminants for self and the environment	X	X	
	5.4 carry out hand hygiene to prevent the spread of infection or contamination of the high risk area	X		
	5.5 request advice when there is a risk of infection or contamination which is not usually present in the work area	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to follow the procedures for cleaning high risk areas	6.1 display the correct signage	X		
	6.2 follow the organisational requirements for working alone	X	X	
	6.3 remove all appropriate personal items, including jewellery and store safely	X	X	
	6.4 check that protective clothing and personal cleaning facilities are available	X		
	6.5 select the correct equipment and tools for use in the high risk area	X		
	6.6 ensure that cleaning equipment and tools are not damaged	X		
	6.7 check the nature of the soiling	X		
	6.8 ensure that the high risk area is clear of tools and equipment that are not required	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
7 be able to conduct cleaning in high risk areas	7.1 select and wear appropriate personal protective equipment for the task	X		
	7.2 follow the organisational requirements for hand hygiene throughout the cleaning activity	X		
	7.3 report faulty and damaged cleaning equipment	X	X	
	7.4 clean the area following organisational requirements	X		
	7.5 check items of furniture and equipment within high risk areas for damage	X		
	7.6 report damaged furniture and equipment	X		
	7.7 clean damaged furniture and equipment if safe	X	X	
	7.8 check that high risk areas have been cleared of waste according to organisational requirements	X		
	7.9 report any accidental damage and disruption to high risk areas caused by cleaning	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
8 be able to follow the correct procedures after the cleaning	8.1 remove signage and return it in a clean condition to the correct storage area	X		
	8.2 clean and return equipment and materials to the correct storage area	X		
	8.3 check that the area is clear of any equipment, tools and materials that are not required	X		
	8.4 check personal protective equipment for damage, deterioration and contamination	X		
	8.5 obtain replacement personal protective equipment	X	X	
	8.6 follow organisational requirements for the disposal and storage of personal protective equipment	X		
	8.7 collect personal items from storage	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
F/600/6331 Clean confined spaces				
1 understand how to conduct cleaning in a confined space	1.1 describe how atmospheric conditions can affect the work being carried out		X	
	1.2 state the importance of checking atmospheric conditions before starting work		X	
	1.3 state the importance of checking the nature of any soiling and the level of skill needed to deal with it		X	
	1.4 explain why advice should be sought about cleaning spaces that may pose a specific risk		X	
	1.5 state what risks may be present in the confined space		X	
	1.6 describe how to identify risks for the purpose of risk assessment		X	
	1.7 state the importance of having a designated contact person when cleaning a confined space		X	
	1.8 state the personal protective equipment that is appropriate for cleaning the confined space		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.9 state the importance of having serviceable cleaning equipment before entering the confined space		X	
	1.10 state the organisational requirements for checking and reporting problems with equipment		X	
	1.11 describe the procedures for: <ul style="list-style-type: none"> – entering and leaving the confined space – conducting cleaning in the confined space – carrying out the cleaning process in a confined space – controlling access to the confined space 		X	
	1.12 state the importance of following organisational requirements for controlling access to the confined space		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to follow organisational requirements for cleaning the confined space	2.1 describe the procedures for: <ul style="list-style-type: none"> – entering the confined space – exiting the confined space in the event of an emergency – monitoring the conditions in the confined space – dealing with risks that arise during work 		X	
	2.2 state the importance of having the work area checked		X	
	2.3 state who is responsible for: <ul style="list-style-type: none"> – checking the work area – removing waste from the confined space 		X	
	2.4 state the organisational requirements for reporting accidental damage		X	
	2.5 describe the importance of checking and replacing personal protective equipment as necessary		X	
	2.6 describe the organisational requirements for disposing of waste and personal protective equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.7 state the organisational requirements for closing down and making the work area safe on completion of cleaning		X	
	2.8 state the organisational requirements for leaving the confined space and retrieving personal items		X	
	2.9 state what paperwork needs to be completed at the end of the cleaning process		X	
3 be able to conduct cleaning in a confined space	3.1 assess risks to health and safety before carrying out work	X		
	3.2 check that cleaning activities are not restricted by the working space available	X		
	3.3 check all equipment is in working order and electrical equipment is fully charged before entering the work area	X		
	3.4 obtain authorisation for entry into the work area	X		
	3.5 obtain the relevant health and safety information	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	3.6 confirm that atmospheric conditions have been checked and are safe before entering the work area	X		
	3.7 control the access to the work area before cleaning starts, in line with organisational requirements	X		
	3.8 follow the organisational requirements for entering the confined space	X		
	3.9 ensure that the workplace is clear of any equipment, tools and materials that are not required before and after cleaning	X		
	3.10 assess the nature of the soiling	X		
	3.11 report the nature of the soiling to the appropriate person	X		
	3.12 request advice when asked to clean environments where there is a specific risk	X	X	
	3.13 carry out the cleaning process in line with organisational requirements	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to follow organisational requirements for cleaning the confined space	4.1 assess risks as they arise and act immediately to remedy any unsafe activity, equipment and environmental conditions	X	X	
	4.2 apply emergency exit procedures immediately when an emergency situation arises	X		X
	4.3 clear the confined space of any waste in accordance with organisational requirements	X		
	4.4 assess and report damage and disruption during the cleaning process	X	X	
	4.5 inspect reusable personal protective equipment for damage, deterioration and contamination after use and arrange for replacements where necessary	X		
	4.6 dispose of damaged and disposable personal protective equipment following organisational requirements	X	X	
	4.7 clean and store reusable personal protective equipment following organisational requirements	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	4.8 carry out duties to close down and make the work area safe after cleaning	X		
	4.9 complete all documentation and reports accurately	X	X	
	4.10 ensure documents and reports are filed and passed on	X		
	4.11 ensure all organisational requirements have been fully met before collecting any personal items from storage	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
J/600/6332 Clean food areas				
1 understand how to prepare to clean food areas	1.1 explain the importance of having an up to date cleaning specification and where it can be found		X	
	1.2 state the importance of maintaining levels of personal hygiene when working in food areas		X	
	1.3 state types of health conditions that must be reported		X	
	1.4 describe why it is important to report health conditions to the relevant person		X	
	1.5 state the importance of wearing the required personal protective equipment and for others to see it being worn		X	
	1.6 explain why food items must be moved or protected during cleaning operations		X	
	1.7 describe the consequences of not moving or protecting food items during cleaning		X	
	1.8 explain the importance of ventilating food production areas during cleaning		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to identify signs of pest infestation	2.1 state the main types of pest infestations common to food areas		X	
	2.2 describe how to identify signs of pest infestation		X	
	2.3 state the organisational procedures for dealing with any incidences of infestation		X	
	2.4 explain the importance of reporting pest infestations		X	
3 understand how to clean food areas	3.1 state the types of cleaning equipment available for use		X	
	3.2 describe how to check that the cleaning equipment is safe to use		X	
	3.3 state the types of cleaning agents that are suitable for the surfaces in the food area		X	
	3.4 describe the consequences of using the wrong cleaning agents on surfaces		X	
	3.5 state methods of checking for chemical residues when they have been used		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 understand how to clean food production equipment	4.1 describe how to recognise faulty or damaged food production equipment		X	
	4.2 explain the importance of labelling and reporting faulty and damaged equipment		X	
	4.3 explain the importance of safely isolating powered equipment before cleaning		X	
	4.4 explain the importance of following manufacturer's and workplace instructions for: <ul style="list-style-type: none"> – disassembling – cleaning – re-assembling of food production equipment 		X	
	4.5 state the location of the holding area for food production equipment parts		X	
	4.6 describe methods for de-scaling and cleaning food production equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 understand how to complete cleaning of food areas	5.1 describe the importance of assessing how the work is progressing		X	
	5.2 explain why it is important to leave food areas free of deposits, residue and foreign objects		X	
	5.3 describe the consequences of food areas not being left free of deposits, residue and foreign objects		X	
	5.4 describe the importance of returning all food and equipment to the correct place once cleaning is completed		X	
	5.5 explain why surfaces and vents should be left dry on completion of cleaning		X	
	5.6 describe the organisational requirements for disposing of waste and slurry		X	
	5.7 explain the importance of cleaning the cleaning equipment		X	
	5.8 state where cleaning equipment should be stored		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to clean food areas	6.1 remove and store personal items safely	X	X	
	6.2 select and wear appropriate personal protective equipment for the task	X		
	6.3 select and protect relevant items, including food, before cleaning begins	X		
	6.4 identify suitable cleaning equipment and check it is safe to use	X		
	6.5 label faulty or damaged cleaning equipment and report according to organisational requirements	X	X	
	6.6 prepare food production plant, equipment and materials for cleaning	X		
	6.7 isolate food equipment from power supplies	X	X	
	6.8 clean the area without damaging in-place plant and equipment	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
7 be able to clean food production equipment	7.1 follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment	X		
	7.2 dismantle food production equipment and place in the right holding area before cleaning	X		
	7.3 ventilate the working area and check that there are no chemicals on the area before de-scaling equipment	X		
	7.4 de-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination	X		
	7.5 check that individual parts of food production equipment are clean before re-assembly	X		
	7.6 reassemble food production equipment after cleaning	X		
	7.7 check equipment is in correct working order once reassembled	X		
	7.8 record and report faults with food production equipment according to organisational requirements	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
8 be able to complete cleaning of food areas	8.1 assess cleaning performance against the business' food safety management procedures	X	X	
	8.2 leave equipment and working areas free of deposits, cleaning residues and foreign objects	X		
	8.3 check that ventilation systems and surfaces are clean and dry when cleaning has been completed	X		
	8.4 dispose of waste and slurry following organisational requirements	X		
	8.5 clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
L/600/6333 Deep clean equipment and surfaces				
1 understand how to prepare for deep clean equipment and surfaces	1.1 explain the importance of having an up to date cleaning specification and where it can be found		X	
	1.2 state the importance of maintaining standards of personal hygiene when cleaning		X	
	1.3 state the importance of removing personal items prior to cleaning and where they should be stored		X	
	1.4 state the importance of wearing appropriate personal protective equipment and for others to see it being worn		X	
	1.5 describe the best methods and materials for carrying out deep cleaning identifying possible alternatives		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.6 explain the following factors might affect the type of cleaning required: – type of soiling – type of surface – position – amount of soiling		X	
	1.7 explain how to check that the equipment and surface is suitable for the treatment		X	
	1.8 explain the importance of reporting damaged and deteriorating surfaces		X	
	1.9 state why the selected treatment might not be suitable		X	
	1.10 explain the importance of reporting immediately any concerns about the deep clean		X	
	1.11 state how to ventilate the work area		X	
	1.12 state additional customer or manufacturer's standards that may need to be applied to the work surface and equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to deep clean equipment and surfaces	2.1 describe why there are checks and restrictions in place for the use of deep cleaning equipment		X	
	2.2 describe how to check that equipment is in safe working order		X	
	2.3 state the organisational requirements for reporting problems with equipment		X	
	2.4 state the importance of removing superficial dust and debris		X	
	2.5 describe how to soften ground-in soil and stains		X	
	2.6 state the importance of softening ground in soiling		X	
	2.7 explain how to select the most appropriate place to carry out test cleans		X	
	2.8 explain why test cleans should be carried out before applying treatments		X	
	2.9 explain why treatments should be applied evenly		X	
	2.10 state when equipment and surfaces should be pre-treated		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.11 state how long the treatment should take to work		X	
	2.12 state where to find manufacturer's instructions for <ul style="list-style-type: none"> – disassembling and re-assembling food equipment – applying treatments – operating equipment 		X	
	2.13 state why it is important to follow manufacturer's and organisational requirements		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 understand how to restore the deep clean area	3.1 describe what to look for when checking the cleaned area and equipment		X	
	3.2 state what treatments require rinsing		X	
	3.3 describe why and how rinsing of treatments should be carried out		X	
	3.4 state the organisational requirements for reporting soiling or stains that cannot be removed		X	
	3.5 state factors which might mean another treatment is required		X	
	3.6 describe the importance of putting items back to their original place after cleaning		X	
	3.7 describe how to check for pest infestation		X	
	3.8 state the organisational requirements for reporting pest infestations		X	
	3.9 state why it is important to check that equipment is working properly		X	
	3.10 explain the procedures for the disposal of used and unused treatments and why this is important		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	3.11 state the importance of cleaning equipment after use		X	
	3.12 state where cleaning treatments, equipment and machinery should be stored		X	
	3.13 describe the importance of cleaning and checking personal protective equipment after use		X	
	3.14 state the organisational requirements for storing and disposing of personal protective equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to prepare to deep clean equipment and surfaces	4.1 locate the relevant cleaning specification and describe what is required to do the task	X		
	4.2 remove personal items and store them correctly	X	X	
	4.3 select and wear appropriate personal protective equipment for the task	X		
	4.4 select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling	X		
	4.5 check that the equipment is serviceable	X		
	4.6 check that the surface and equipment is suitable for the planned treatment	X		
	4.7 report damaged equipment and surfaces which are deteriorating	X	X	
	4.8 contact the appropriate person for advice on: <ul style="list-style-type: none"> – soiling – surfaces that could be damaged by cleaning – health risks of using a substance 	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	4.9 check the work area for factors which may affect the clean	X		
	4.10 ensure that power supplies are isolated and protected during cleaning	X		
	4.11 ventilate the work area	X		
	4.12 check for authorisation to use any deep cleaning equipment prior to use	X	X	
	4.13 check whether there are any additional requirements from the customer regarding the deep clean	X	X	
	4.14 report any reasons for not using the specified equipment	X	X	

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

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to restore the work area for use	6.1 check the cleaned surface for an even appearance	X		
	6.2 ensure the surface is left free from dirt and excess moisture	X		
	6.3 rinse treated surfaces if necessary without disturbing the surrounding area	X		
	6.4 apply protective coatings and treatments if necessary	X	X	
	6.5 reinstate the work area	X		
	6.6 check that no residues remain on furniture and equipment	X		
	6.7 check for and report any signs of pest infestation	X	X	
	6.8 check that equipment with moving parts is working after the deep clean	X		
	6.9 report any defects and damage caused during cleaning	X	X	
	6.10 dispose of used and un-used solutions according to manufacturer's instructions	X		
	6.11 clean the equipment after use	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	6.12 store cleaning agents and treatments in a safe and secure place	X		
	6.13 clean and store equipment and after use	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
D/600/6336 Clean, maintain and protect semi-hard and hard floors				
1 understand how to prepare to clean semi-hard and hard floors	1.1 state types of semi-hard and hard floors		X	
	1.2 explain the process for preparing to clean hard floors		X	
	1.3 state the importance of maintaining personal hygiene when cleaning		X	
	1.4 state the importance of removing personal items and where these should be stored		X	
	1.5 state the importance of wearing appropriate personal protective equipment and for others to see it being worn		X	
	1.6 state the importance of checking health and safety instructions against organisational requirements		X	
	1.7 explain why it is important to follow the checks and restrictions for use of deep cleaning equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.8 state what could happen if the right safety measures are not taken		X	
	1.9 state the importance of colour coding		X	
	1.10 state factors which would affect how to clean a semi hard or hard floor		X	
2 understand how to clean semi-hard and hard floors	2.1 state the importance of removing large items of debris by hand before beginning cleaning		X	
	2.2 describe the safe handling techniques which should be used for removing large items of debris		X	
	2.3 state methods for removing loose dust and debris		X	
	2.4 explain how to select a method for removing loose dust and debris		X	
	2.5 state which containers to put dust and debris into		X	
	2.6 describe how different types of spillages can be identified		X	
	2.7 describe the importance of reporting body fluids and spillages that you cannot identify		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.8 give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued		X	
	2.9 state methods that could be used to remove spillages		X	
	2.10 explain how to select a method to clean up spillages		X	
	2.11 state the importance of disposing of unused cleaning solutions correctly		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 understand how to treat semi-hard and hard floors	3.1 state methods of treatment for semi hard and hard floors and the most effective and economical to use for the task		X	
	3.2 explain how to select the most appropriate place to carry out test cleans		X	
	3.3 explain why test cleans should be carried out before applying treatments		X	
	3.4 describe the circumstances under which equipment and surfaces should be pre-treated		X	
	3.5 explain why treatments should be applied evenly		X	
	3.6 state the importance of reporting any stains that cannot be removed		X	
	3.7 state the importance of leaving the floor: <ul style="list-style-type: none"> – neutralised – free of ground in soil – free of protective coatings 		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 understand how to protect hard floors	4.1 state the range of protective coatings available		X	
	4.2 describe how to select an appropriate protective coating		X	
	4.3 explain how to decide on the number of protective coatings which should be applied		X	
	4.4 state the importance of applying the coating and burnishing evenly		X	
	4.5 describe the correct method of disposing of unused protective coatings		X	
	4.6 state the importance of putting things back as you found them when cleaning is complete		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to prepare to clean semi-hard and hard floors	5.1 prepare the work area and equipment so that the task can be completed efficiently, correctly and safely	X		
	5.2 select the appropriate personal protective equipment for use when cleaning floors	X		
	5.3 select the correct equipment for the work area and the most effective treatment to use	X		
	5.4 report damaged and deteriorated floor surfaces that may require restoration	X	X	
	5.5 identify and note any factors that may affect how the floor is cleaned	X	X	
	5.6 identify any additional requirements that need to be applied other than supervisors instructions	X	X	
	5.7 ventilate the area during cleaning	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to clean semi-hard and hard floors	6.1 remove large items of debris and loose dust carefully and safely without causing it to spread	X		
	6.2 report any bodily fluid or spillages that cannot be identified according to organisational requirements	X	X	
	6.3 select a method for clearing up spillages that is correct for: – the floor – the size of spillage – the type of spillage	X		
	6.4 select equipment and cleaning agents that are right for the floor taking into account the amount of ground in-soil	X		
	6.5 soften ground in soil and stains before attempting to remove them	X	X	
	6.6 conduct a test clean in an area where marks are least likely to be noticed	X		
	6.7 apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	6.8 report stains that cannot be removed	X	X	
	6.9 dispose of unused cleaning treatments and waste products in line with organisational requirements	X	X	
7 be able to protect hard floors	7.1 select an appropriate protective coating and equipment for the floor surface	X		
	7.2 apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions	X		
	7.3 leave the floor dry and free of dust	X		
	7.4 dispose of unused materials correctly and return items to the correct place	X	X	
	7.5 dispose of waste correctly	X	X	
	7.6 reinstate the work area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
H/600/6337 Clean and maintain soft floors and furnishings				
1 understand how to prepare to clean soft floors and furnishings	1.1 describe the importance of having an up-to-date cleaning specification and from where it can be obtained		X	
	1.2 state the importance of maintaining personal hygiene when cleaning		X	
	1.3 state the importance of removing personal items and where these should be stored		X	
	1.4 state the importance of wearing the appropriate personal protective equipment and for others to see it being worn		X	
	1.5 state the importance of checking health and safety instructions against organisational requirements		X	
	1.6 explain why it is important to follow the checks and restrictions for use of deep cleaning equipment		X	
	1.7 describe how to assess that the material is suitable for the planned treatment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to maintain soft floors and furnishings	2.1 state the importance of removing superficial dust and debris before commencing the cleaning process and how this is done		X	
	2.2 describe the best methods and materials for carrying out deep cleaning identifying possible alternatives		X	
	2.3 describe methods of softening ground in soiling and stains to how to identify when the material is soft enough		X	
	2.4 explain how to select the most appropriate place to carry out test cleans		X	
	2.5 explain why test cleans should be carried out before applying treatments		X	
	2.6 describe the circumstances in which equipment and surfaces should be pre-treated		X	
	2.7 explain why treatments should be applied evenly		X	
	2.8 describe how to clean methodically to reduce dust spreading		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.9 state ways to avoid damaging surfaces and the possible results of any damage		X	
	2.10 state the importance of taking precautions in cleaning unsecured items such as rugs		X	
	2.11 state the possible dangers of working at heights and how to do so safely		X	
	2.12 describe the importance of removing any excess moisture from the area which has been cleaned		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 be able to prepare to maintain soft floors and furnishings	3.1 prepare the work area and equipment so that the task can be completed efficiently and safely	X		
	3.2 examine the material to make sure it is suitable for the planned treatment given the: – Type of soiling – position – amount of soiling	X		
	3.3 identify whether the material is colourfast and shrink resistant	X		
	3.4 identify and report damaged and deteriorated surfaces that may require restoration	X	X	
	3.5 identify and note any factors that may affect how the material is cleaned	X	X	
	3.6 identify any additional requirements that need to be applied other than supervisors instructions	X	X	
	3.7 identify and move any portable objects that may hinder working	X	X	
	3.8 ventilate the area during deep cleaning	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to maintain soft floors and furnishings	4.1 remove loose dust and debris before applying the cleaning agent or treatment	X		
	4.2 soften ground in-soil and stains before attempting to remove them	X	X	
	4.3 conduct a test clean in an area where marks are least likely to be noticed	X		
	4.4 apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material	X		
	4.5 assess the treated area and apply more treatment to remove stains safely where necessary	X	X	
	4.6 leave surfaces with an even appearance when work is completed	X		
	4.7 leave the material free of excess moisture and ground in soil when work is completed	X		
	4.8 dispose of waste correctly	X		
	4.9 reinstate the work area	X		
	4.10 report stains that cannot be removed	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
M/600/6342 Clean glazed surfaces and facades				
1 understand how to clean glazed surfaces and façades	1.1 describe the procedures for entering and leaving the workplace		X	
	1.2 describe how to inspect surfaces		X	
	1.3 describe the importance of reporting defects on surfaces		X	
	1.4 state why the equipment should be clean before use		X	
	1.5 describe procedures for closing windows and openings before cleaning		X	
	1.6 describe the importance of windows and openings being closed before cleaning		X	
	1.7 describe advantages of treating surfaces before applying cleaning agents		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.8 state organisational requirements for: <ul style="list-style-type: none"> – cleaning glazed surfaces and façades – equipment that should be used for cleaning glazed surfaces and façades 		X	
	1.9 describe the techniques that should be used to avoid personal injury or strain		X	
	1.10 state where to find the manufacturer's instructions for operating equipment or machinery		X	
	1.11 state organisational requirements for reporting faults and emergencies		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to finish cleaning glazed surfaces and façades, and reinstate the work area	2.1 state the techniques and equipment for removing excess water		X	
	2.2 describe different treatments that can be applied to surfaces upon completion of cleaning		X	
	2.3 describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning		X	
	2.4 state the importance of reinstating the area		X	
	2.5 state the organisational requirements for disposing of waste		X	
	2.6 state the importance of cleaning equipment and machinery after use		X	
	2.7 state the organisational requirements for cleaning equipment and machinery after use		X	
	2.8 state where cleaning equipment and machinery should be stored		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 be able to clean glazed surfaces and façades	3.1 follow procedures for entering the work area	X		
	3.2 inspect the surface to identify any defects prior to cleaning	X		
	3.3 report defects on surfaces according to organisational requirements	X	X	
	3.4 check that all cleaning equipment is clean and free of residue	X		
	3.5 check that all windows and openings are closed before cleaning	X		
	3.6 select and display appropriate warning signs clearly	X		
	3.7 treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents	X	X	
	3.8 use approved methods and equipment to carry out cleaning	X		
	3.9 use techniques that reduce risks of personal strain and injury	X		
	3.10 use cleaning equipment according to manufacturer's instructions and organisational requirements	X		
	3.11 report any previously unidentified damage	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	3.12 check that the work area is not over-wetted	X		
	3.13 follow organisational requirements in the event of a fault or emergency	X	X	X
4 be able to finish cleaning of glazed surfaces and façades, and reinstate the work area	4.1 remove excess water from the surface and leave it streak free	X		
	4.2 check that all surfaces are dry upon completion of cleaning	X		
	4.3 apply treatments or protective coatings to surfaces following cleaning	X	X	
	4.4 check that accessories, fittings, frames and furniture are free of cleaning residue	X		
	4.5 reinstate the work area	X		
	4.6 dispose of waste in accordance with organisational requirements	X		
	4.7 check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning	X		
	4.8 return tools and equipment to the correct storage area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
T/600/6343 Deal with non-routine waste				
1 understand how to handle and label non-routine waste	1.1 describe the procedures and methods for preparing self and the work area		X	
	1.2 list different types of personal protective equipment		X	
	1.3 describe the importance of wearing personal protective equipment and for others to see it being worn		X	
	1.4 describe the importance of maintaining personal hygiene when handling non-routine waste		X	
	1.5 explain ways to mark, label and record waste and its movement		X	
	1.6 explain the importance of marking, labelling and recording waste and its movement correctly		X	
	1.7 identify equipment required to dispose of sharps safely		X	
	1.8 explain the procedures for disposing of sharps safely		X	
	1.9 describe methods for handling and disposing of clinical waste		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.10 describe safe procedures for segregating and sorting waste for recycling		X	
2 understand how to handle suspicious items	2.1 state ways to identify suspicious items		X	
	2.2 explain the organisational requirements for dealing with suspicious items		X	
	2.3 state the importance of checking with the appropriate person before removing unidentified items		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 understand how to transfer non-routine waste and deal with containers	3.1 describe procedures for transferring waste		X	
	3.2 describe the methods used to ensure safe carriage of collected waste to the holding areas		X	
	3.3 describe the organisational requirements for dealing with sanitation bins		X	
	3.4 describe ways to identify problem and hazardous waste		X	
	3.5 describe why the location and cleaning of waste areas is important in preventing and controlling pests		X	
	3.6 describe the importance of repackaging waste containers that have dangerous residue on the outside		X	
	3.7 describe the organisational requirements for reporting and handling waste spillages		X	
	3.8 state the standards of cleanliness required for holding areas, empty holding and collection bins		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 be able to handle and label non-routine waste safely	4.1 prepare self and the work area to do the task efficiently, correctly and safely	X		
	4.2 select and wear appropriate personal protective equipment	X		
	4.3 identify the location of the waste holding areas	X		
	4.4 check that storage containers are securely sealed before handling	X		
	4.5 check that seals on storage containers are unbroken after moving	X		
	4.6 identify waste to be collected and transferred to a collection point and follow correct handling procedures	X		
	4.7 identify the waste material for collection and segregate or sort before disposal to collection point	X		
	4.8 mark the origin of waste clearly	X		
	4.9 label and record movement of waste	X		
	4.10 ensure the safety of self and others when handling sacks and receptacles	X		
	4.11 use the handles provided to move rigid containers	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	4.12 identify sharps that require special handling and use the pickup kit or specific box for their disposal	X	X	X
	4.13 check with the appropriate person before removing unidentified items	X		
5 be able to transfer non-routine waste and deal with containers	5.1 ensure that containers of waste materials are taken safely to the right place and secured if necessary	X		
	5.2 follow organisational requirements to cut down the risk of contaminating surrounding areas	X		
	5.3 follow organisational requirements for reporting: – signs of pest infestation – faulty/broken equipment	X	X	
	5.4 clean waste containers following organisational requirements	X		
	5.5 replace bin liners and set up fresh containers	X	X	
	5.6 leave clean containers in the correct place and in a condition which is fit for use	X		
	5.7 apply organisational requirements on the safe removal of waste spillages	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	5.8 leave holding areas clean when finished	X		
	5.9 secure cleaning equipment, machinery and waste containers to the correct storage area	X		
	5.10 follow procedures for the removal, cleaning and disposal of used personal protective equipment	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
A/600/6344 Carry out maintenance and minor repairs				
1 understand how to prepare to carry out maintenance and minor repairs	1.1 state the type and amount of maintenance and repair work that is required		X	
	1.2 describe how environmental and other site conditions can influence how work is carried out		X	
	1.3 state which tools and equipment are appropriate for the task		X	
	1.4 describe the importance of carrying out preparatory work before carrying out repairs		X	
	1.5 describe the importance of protecting the surrounding area		X	
	1.6 state methods which can be used to protect the surrounding area		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to carry out maintenance and minor repairs	2.1 describe safe, approved working practices for carrying out the work		X	
	2.2 describe how to make sure that the surrounding areas are maintained during maintenance and repair		X	
	2.3 describe the importance of retaining the items to be replaced		X	
	2.4 describe how to check that items that have been repaired function correctly and why this should be done		X	
	2.5 describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out		X	
	2.6 describe methods of cleaning tools and equipment		X	
	2.7 state the importance of cleaning tools and equipment after use		X	
	2.8 state where tools, equipment and un-used materials should be stored		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 be able to prepare to carry out maintenance and minor repairs	3.1 identify the items that need maintenance and the repair work required	X		
	3.2 assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs	X		
	3.3 select the hand tools and equipment that are the most appropriate for the task	X		
	3.4 protect the immediate surrounding areas throughout the preparations and the work	X		
	3.5 apply the appropriate method for repairing damaged areas or surfaces for repair	X		

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

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
F/600/6345 Perform street cleansing manually				
1 understand how to remove litter, detritus and debris from grounds	1.1 list the permits and checks that may be required for the task		X	
	1.2 describe factors which should be taken into account when identifying litter, detritus and debris		X	
	1.3 describe organisational requirements for reporting items that may present a risk to health and safety		X	
	1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn		X	
	1.5 state types of hazardous debris and detritus		X	
	1.6 describe actions that need to be taken in order to deal with hazardous debris and detritus		X	
	1.7 describe actions that need to be taken in order to deal with hazardous debris and detritus		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.8 state why mobile equipment should be secured		X	
	1.9 state the consequences of not securing mobile equipment		X	
	1.10 state the importance of segregating litter and putting into the correct container/location		X	
	1.11 state the importance of ensuring the work area is left free of litter, detritus and debris		X	
	1.12 state the organisational requirements for reporting when work has been completed		X	
	1.13 state the importance of adhering to organisational requirements for reporting when work has been completed		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to maintain waste collection points	2.1 describe where information on the number and location of waste collection points can be found		X	
	2.2 state types of hazardous debris and detritus		X	
	2.3 describe actions that need to be taken in order to deal with hazardous debris and detritus		X	
	2.4 describe how to operate equipment safely		X	
	2.5 describe the organisational requirements for emptying containers		X	
	2.6 describe how to identify when containers need replacing		X	
	2.7 describe the organisational requirements for reporting problems		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 be able to remove litter, detritus and debris from grounds	3.1 confirm with the appropriate person the area to be cleaned	X		
	3.2 select and wear appropriate personal protective equipment for the task	X		
	3.3 select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area	X		
	3.4 use equipment safely following organisational requirements	X		
	3.5 use the correct method for removing litter from the ground surface	X		
	3.6 secure mobile equipment when not in use	X		
	3.7 segregate litter and put in correct container/location	X		
	3.8 transfer waste to the correct collection points	X		

Unit number, title and learning outcome		Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4	be able to maintain waste collection points	4.1 identify the number and location of the waste collection points	X		
		4.2 identify waste that needs specialist treatment or handling	X	X	
		4.3 follow organisational requirements for dealing with waste that requires specialist treatment or handling	X	X	
		4.4 empty containers and replace as necessary	X		
		4.5 leave the area clean and tidy	X		
		4.6 report any problems following organisational requirements	X	X	
		4.7 return equipment to the correct place and store securely	X		
		4.8 report that work has been completed	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
J/600/6346 Perform street cleansing mechanically				
1 understand how to remove litter, detritus and debris	1.1 list the permits and checks that may be required for the task		X	
	1.2 describe factors which should be taken into account when identifying litter, detritus and debris		X	
	1.3 describe organisational requirements for reporting items that may present a risk to health and safety		X	
	1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn		X	
	1.5 state types of hazardous debris and detritus		X	
	1.6 describe actions that need to be taken in order to deal with hazardous debris and detritus		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
2 understand how to operate vehicles, equipment and machinery	2.1 state the level of legal and organisational authority needed to operate the vehicle or machinery		X	
	2.2 state how the legal and organisational authority would be obtained		X	
	2.3 state the types of personal protective equipment required for: <ul style="list-style-type: none"> – vehicles – equipment and machinery – working conditions 		X	
	2.4 describe how to check that the vehicles and machinery have sufficient resources		X	
	2.5 state where additional resources can be obtained		X	
	2.6 state the organisational requirements for reporting faults with vehicles, equipment and machinery		X	
	2.7 state the importance of operating vehicles, equipment and machinery safely		X	
	2.8 state the importance of securing mechanical equipment		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 understand how to deal with collected waste	3.1 state types of spillage that can occur		X	
	3.2 describe how to check that spillages have been treated correctly		X	
	3.3 describe the organisational requirements for reporting problems		X	
	3.4 state the location of the designated collection points for waste		X	
	3.5 describe how to discharge and dispose of collected waste safely		X	
	3.6 explain the legal and organisational requirements that must be followed when disposing of waste		X	
	3.7 state the organisational requirements for reporting when work has been completed		X	
	3.8 state the importance of adhering to organisational requirements for reporting when work has been completed		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
4 know how to clean and store vehicles, equipment and machinery	4.1 state the designated location for cleaning vehicles, equipment and machinery		X	
	4.2 describe the methods for cleaning vehicles, equipment and machinery		X	
	4.3 state the location of the storage areas for vehicles, equipment and machinery		X	
	4.4 state the importance of leaving storage areas secure		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	5.2 select the: <ul style="list-style-type: none"> – vehicle – equipment and machinery – cleaning methods – suitable for the litter, detritus and surfaces to be cleaned 	X		
	5.3 confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery	X		
	5.4 select and wear personal protective equipment appropriate for the: <ul style="list-style-type: none"> – vehicle – equipment and machinery – working conditions 	X		
	5.5 check that vehicles and machinery have sufficient resources	X		
	5.6 report faults with vehicles, equipment and machinery	X	X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	5.7 use appropriate methods for removing litter detritus and debris according to: <ul style="list-style-type: none"> – type of litter, detritus and debris – equipment and machinery – vehicles – working conditions 	X		
	5.8 operate vehicles, equipment and machinery safely following organisational requirements	X		
	5.9 secure vehicles and machinery when not in use	X		
	5.10 use methods which allow maximum clearance of litter, detritus and debris considering working conditions	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
6 be able to deal with collected waste	6.1 make sure spillages are treated correctly before removing them	X	X	
	6.2 report any problems following organisational requirements	X	X	
	6.3 transfer collected waste to the designated collection point	X		
	6.4 discharge and dispose of waste in line with legal and organisational requirements	X		
	6.5 check that the waste hopper has been left empty	X		
7 be able to clean and store vehicles, equipment and machinery	7.1 clean vehicles, equipment and machinery once work is completed	X		
	7.2 return vehicles, equipment and machinery to the correct place and store securely	X		
	7.3 report that work has been completed	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
R/600/6348 Work safely at heights				
1 understand how to work safely at heights	1.1 describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others		X	
	1.2 describe individual responsibilities relating to maintaining safe working practices		X	
	1.3 describe procedures when working at heights and how these link to health and safety legislation		X	
	1.4 describe the risks associated with working at heights especially when carrying and handling objects		X	
	1.5 describe how risks associated with working at heights can be controlled		X	
	1.6 describe precautions which should be taken to minimise risks associated with working at heights		X	
	1.7 describe organisational requirements for preparing for and working at heights		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.8 describe organisational requirements for using, cleaning and storing: – height access equipment – personal protective equipment		X	
	1.9 describe how to operate fall protection equipment		X	
2 be able to work safely at heights	2.1 carry out the work following an agreed plan	X		
	2.2 assess the risks taking into account the potential dangers of: – falling – dropping tools and debris – stability of ladders – the working area – overhead cables – equipment – other people in the vicinity	X		
	2.3 take precautions to address identified risks	X		
	2.4 check that personal protective equipment is functioning properly	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	2.5 select and wear appropriate personal protective equipment including, where relevant, full body harness	X		
	2.6 check that safety barriers are in place around the working area	X		
	2.7 check that there is a permit to work, where required, before working at heights	X		
	2.8 carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use	X		
	2.9 check that height access equipment is deployed and secure	X		
	2.10 maintain frequent communication with the appropriate person	X		
	2.11 leave work areas clean, tidy and free of obstructions	X		
	2.12 secure height access equipment and personal protective equipment in the correct storage area	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
L/600/6350 Use a water-fed pole system to clean windows and facades				
1 understand how to prepare to operate a water-fed pole system	1.1 describe how to conduct a risk assessment		X	
	1.2 identify the payload capacity of the vehicle used and describe the consequences of overloading the vehicle		X	
	1.3 describe the importance of displaying appropriate warning signs		X	
	1.4 describe the importance of wearing high visibility clothing and personal protective equipment and for others to see it being worn		X	
	1.5 describe the precautions which should be taken to reduce the health and safety risks of using water-fed poles		X	
	1.6 state the importance of checking and inspecting equipment for defects or damage before use		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
	1.7 describe how to identify defects or damage		X	
	1.8 describe the organisational requirements for reporting defective and damaged equipment		X	
2 understand how to operate a water-fed pole system	2.1 describe when it is appropriate to use a backpack system and the safe procedures for doing this		X	
	2.2 describe the risks associated with using a water-fed pole and how they can be reduced		X	
	2.3 explain why it is important to use the correct length of pole		X	
	2.4 describe the correct handling techniques for portable systems		X	
	2.5 state types of materials used to make poles		X	
	2.6 state when it is appropriate to use different types of poles		X	
	2.7 explain why contact should be maintained when working alone		X	
	2.8 describe how different types of surfaces should be cleaned		X	
	2.9 describe methods of dealing with different types of soiling		X	

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
3 understand how to maintain a water-fed pole system	3.1 list the important aspects of legislation with which equipment should comply		X	
	3.2 state the importance of keeping the water tank clean and free of build ups		X	
	3.3 state the importance of preventing the spread of legionella and other bacteria		X	
	3.4 describe how to replace water filter		X	
	3.5 state the importance of storing the tank system and equipment correctly		X	
	3.6 describe how to remove different types of build up in the tank system		X	
4 be able to prepare to operate a water-fed pole system	4.1 carry out a risk assessment	X		
	4.2 load the vehicle and ensure it is not overloaded	X		
	4.3 select and display the appropriate warning signs	X		
	4.4 select and wear appropriate personal protective equipment	X		
	4.5 inspect equipment for defects and damage	X		

Unit number, title and learning outcome	Assessment criteria	Observation	Question and Answer	Simulation/realistic working environment
5 be able to operate a water-fed pole system	5.1 select the correct length of pole for the surface to be cleaned	X		
	5.2 ensure that the composition of the pole is correct for the conditions on site	X		
	5.3 drain the system of water before lifting	X		
	5.4 maintain regular contact with the appropriate person	X		
6 be able to maintain a water-fed pole system	6.1 check tank systems to ensure they comply with relevant legislation	X	X	
	6.2 take appropriate actions to prevent build-ups	X	X	
	6.3 replace water filters in accordance with manufacturer's instructions	X	X	
	6.4 use the correct method of storage for a water-fed pole system	X		
	6.5 secure water-fed pole systems in the correct storage area	X		
	6.6 drain the tank and filters when the system is idle for an extended period	X	X	

Annexe F: CfA Assessment Strategy for Customer Service Imported Units

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Customer Service

**Assessment Strategy for
Customer Service S/NVQs
at Levels 1, 2, 3 and 4
July 2010**

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This document gives details of the Assessment Strategy for the Customer Service S/NVQs at Levels 1, 2, 3 and 4. It gives the key requirements for Customer Service Awarding Organisations/Bodies, External and Internal Verifiers, Assessors and S/NVQ Centres regarding:

- External Quality Control
- Assessor and Verifier Occupational Competence
- Workplace Performance and Simulation
- Employer Direct Model.

1 External quality control

1a Monitoring Centre Performance

Awarding Organisations/Bodies should:

- carry out thorough risk assessments of organisations applying to become Approved Centres for the Customer Service Level 1, 2, 3 and 4 S/NVQs;
- apply quality control management measures appropriate to assess each centre's risk.

1b External Verification

Awarding Organisations/Bodies will appoint External Verifiers and will monitor all External Verifier practices.

In particular the AO/B will:

- seek centre feedback regarding the performance of External Verifiers and act on this feedback
- ensure that centres have requested feedback from their employers in the feedback process
- ensure that External Verifiers follow the relevant regulatory code of practice for EVs and if no code of practice is developed Awarding Organisations/Bodies will develop their own and apply it
- ensure that where a Realistic Working Environment is used IVs and EVs carry out a full examination of the working practices and the assessment process¹;

¹ Additional Requirements for Qualifications using the title NVQ within the: Version 2 August 2009

2 Assessor internal and external verifier occupational competence

2a Customer Service Awarding Organisations/Bodies will facilitate Assessment, Internal and External Verification by ensuring that EVs have:

- a thorough knowledge of the Level 1,2, 3 or 4 National Occupational Standards for Customer Service, appropriate to the Level the EV is working at, and the ability to interpret them across a wide variety of Customer Service environments;
- experience and working knowledge of the operational and assessment processes of the Customer Service S/NVQ at the Level the EV is working at;
- relevant and credible customer service experience across the level and breadth of the National Occupational Standards and S/NVQs at the Level the EV is working at;
- knowledge of current customer service practice and emerging issues in the customer service arena;
- high levels of communication and interpersonal skills.

Level 1 The table at **Appendix A** shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 1.

Level 2 The table at **Appendix B** shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 2.

Level 3 The table at **Appendix C** shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 3.

Level 4 The table at **Appendix D** shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 4.

In these tables the CfA has suggested some ways in which Awarding Organisations/Bodies can gain evidence to meet these requirements – **these are not compulsory, just a guide**. The tick boxes on the right show whether the evidence applies to Assessors (A), Internal Verifiers (IV) or External Verifiers (EV)

2b Awarding Organisations/Bodies and the CFA will work together to:

- circulate and disseminate information appropriate to the job role, from the CFA, to all EVs when this supports the Awarding Organisations/Bodies's communication strategy/schedule;
- advise EVs of the availability of the CFA Web Pages;
- hold briefings for External Verifiers about the revised Customer Service Standards and S/NVQs;
- encourage EVs to take part in CfA events regarding the Customer Service Standards and S/NVQs whenever this is felt appropriate;

3 Simulation and realistic workplace performance

Wherever possible, assessment of the Customer Service National S/NVQ Units should be carried out in a **real job (either paid or voluntary)**. Where this is not possible this Assessment Strategy does allow for:

3a The use of simulation for the following level 1 S/NVQ Units only:

- C1 Recognise and deal with customer queries, requests and problems
- C2 Take details of customer service problems

To undertake assessment of simulated activities for the units above the Guidelines for Simulation shown at **Appendix E** must be met

3b The use of a Realistic Working Environment including work experience and work placement is allowed for all units in the Level 1 and Level 2 S/NVQ

To undertake assessment in a Realistic Working Environment the Guidelines shown at Appendix F must be met.

All other Units must be achieved in a real working situation (either paid or voluntary).

4 Employer direct model

The CfA feels that the Employer Direct Model of in-house assessment will encourage more employers to offer the Customer Service SVQs and NVQs, particularly when they often have highly trained and experienced assessors, managers and trainers already in situ who meet or exceed the requirements of the A1 and V1 qualifications. Wherever possible, the CfA works with employers to encourage assessment to be carried out by colleagues, supervisors and/or managers in a workplace environment. However, many employers see gaining the A1 and V1 units as an obstacle and unnecessary given the experience and quality of their own internal assessors and trainers.

The Employer Direct Model has been developed to meet the needs of specific employers based on their knowledge of the Customer Service NOS and qualifications and their history of internal assessor/internal verifier expertise.

The CfA supports this model with several provisos: The organisation must:

- liaise with an Awarding Organisation/Body who will be offering the qualification prior to beginning the process
- prepare, validate and review the assessment/verification roles
- carry out 100% mapping of the employers training to the National Occupational
- Standards for the A and V units which the qualifications are based on
- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification

The Awarding Organisation/Body must:

- offer this model to employers only
- inform the CfA of employers who are using this model
- supply the CfA with statistical data including take-up, sector, size of organisation etc. when requested
- keep the CfA informed of any problems/issues incurred in the delivery of this model.

Appendix A

Occupational competence of Assessors, IVs and EVs at Level 1

The Assessor, IV and EV working at Level 1 must have:		This can be evidenced by:	A	IV	EV
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 1 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			4
		explaining and putting the National Occupational Standards into the contexts they are working in	4	4	4
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/ Bodies, UKCES, Accreditation Bodies and the CfA		4	4
		explaining the differences between the 4 UK Countries	4	4	4
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			4
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	4	4	4
		reading Customer Service publications and articles	4	4	4
		regularly looking at the CfA Website for new developments	4	4	4
		keeping up to date with media news regarding Customer Service	4	4	4
		joining the CfA	4	4	4

The Assessor, IV and EV working at Level 1 must have:		This can be evidenced by:	A	IV	EV
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 1	having a successful track record of assessing or verifying the current Standards across a variety of organisations	4	4	4
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	4	4	4
5	Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 1	gathering feedback from a variety of employers and centres	4	4	4
		curriculum vitae and references/testimonies	4	4	4
6	Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	4	4	4
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	4	4	4

Appendix B

Occupational competence of Assessors, IVs and EVs at Level 2

The Assessor, IV and EV working at Level 2 must have:		This can be evidenced by:	A	IV	EV
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 2 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			4
		explaining and putting the National Occupational Standards into the contexts they are working in	4	4	4
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CfA		4	4
		explaining the differences between the 4 UK Countries	4	4	4
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			4
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	4	4	4
		reading Customer Service publications and articles	4	4	4
		regularly looking at the CfA Website for new developments	4	4	4
		keeping up to date with media news regarding Customer Service	4	4	4
		joining the CfA	4	4	4

The Assessor, IV and EV working at Level 2 must have:		This can be evidenced by:	A	IV	EV
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 2	having a successful track record of assessing or verifying the current Standards across a variety of organisations	4	4	4
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	4	4	4
5	Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 2	gathering feedback from a variety of employers and centres	4	4	4
		curriculum vitae and references/testimonies	4	4	4
6	Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	4	4	4
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	4	4	4

Appendix C

Occupational competence of Assessors, IVs and EVs at Level 3

The Assessor, IV and EV working at Level 3 must have:		This can be evidenced by:	A	IV	EV
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 3 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			4
		explaining and putting the National Occupational Standards into the contexts they are working in	4	4	4
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CfA		4	4
		explaining the differences between the 4 UK Countries	4	4	4
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres	4	4	4
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	4	4	4
		reading Customer Service publications and articles	4	4	4
		regularly looking at the CfA Website for new developments	4	4	4
		keeping up to date with media news regarding Customer Service	4	4	4
		joining the CfA	4	4	4

The Assessor, IV and EV working at Level 2 must have:		This can be evidenced by:	A	IV	EV
4	Experience and working knowledge of the operational, assessment and verification	having a successful track record of assessing or verifying the current Standards across a variety of organisations	4	4	4
	processes specifically for Customer Service S/NVQ Level 3	achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	4	4	4
5	Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 3	gathering feedback from a variety of employers and centres	4	4	4
		curriculum vitae and references/testimonies	4	4	4
6	<p>Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.</p> <p>In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	4	4	4
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	4	4	4

Appendix D

Occupational competence of Assessors, IVs and EVs at Level 4

The Assessor, IV and EV working at Level 4 must have:		This can be evidenced by:	A	IV	EV
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 4 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			4
		explaining and putting the National Occupational Standards into the contexts they are working in	4	4	4
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CfA		4	4
		explaining the differences between the 4 UK Countries	4	4	4
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres	4	4	4
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	4	4	4
		reading Customer Service publications and articles	4	4	4
		regularly looking at the CfA Website for new developments	4	4	4
		keeping up to date with media news regarding Customer Service	4	4	4
		joining the CfA	4	4	4

The Assessor, IV and EV working at Level 4 must have:		This can be evidenced by:	A	IV	EV
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 4	having a successful track record of assessing or verifying the current Standards across a variety of organisations	4	4	4
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	4	4	4
5	Sufficient relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 4	gathering feedback from a variety of employers and centres	4	4	4
		curriculum vitae and references/testimonies	4	4	4
6	Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVS and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	4	4	4
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	4	4	4

Appendix E

Guidelines for assessing simulated activities

Simulated activities guidelines for Customer Service National Occupational Standards

Simulation can only be applied to Level 1 S/NVQ Units listed below

- C1 Recognise and deal with customer queries, requests and problems
- C2 Take details of customer service problems.

Simulation is defined by the *CfA* as any activities where dealing with customers and work activities are carried out through using individuals acting the part of the customer or scenarios which are not 'real' customer transactions.

To undertake the assessment of simulated activities for these two units the following guidelines must be met:

- a when role playing, candidates and anybody taking part as a customer must have a brief that gives sufficient information for them to recognise the equivalent real situation and decide what they would do and say;
- b the simulated situation should represent normal and routine experience wherever possible and not exceptional or unusually difficult circumstances that might be faced;
- c the person taking part in the simulation as a customer must be credible for the situation that is being simulated;
- d any resources or equipment that would normally be in real work should be available and in working order for the simulation;
- e candidates should complete the required tasks to the National Occupational Standards and in the timescales that would normally be expected in real work;
- f candidates should complete the required tasks taking account of legislation and regulation that would apply in real work;
- g candidates must carry out the simulated activity in a professional manner taking into account establishment requirements such as appearance and dress code, personal conduct, hygiene, reliability and punctuality;
- h whilst the primary purpose of the Simulation is for Assessment, feedback must be given in a way that builds confidence.

Appendix F

Guidelines for assessing in a realistic working environment

Realistic working environment guidelines for Customer Service National Occupational Standards

RWE can be applied to all Units in the Level 1 and 2 S/NVQs

It is essential that organisations wishing to operate a Realistic Working Environment (RWE) operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- a assessments must be carried out under realistic business pressures, using real customers and within a defined service offer;
- b all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- c candidates must be expected to achieve a volume of work comparable to normal business practices;
- d the range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards;
- e account must be taken of any legislation or regulations in relation to the type of work that is being carried out;
- f candidates must be given workplace responsibilities to enable them to meet the requirements of the Customer Service National Occupational Standards at Level 2;
- g candidates must show that their productivity reflects those found in the work situation being represented;
- h customer perceptions of the RWE is similar to that found in the work situation being represented;
- i the RWE is managed as a real work situation.

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