

Edexcel Level 3 Award, Certificate and Diploma in Cleaning Supervision Skills (QCF)

Specification

Edexcel competence-based qualifications

First registration November 2011

Issue 2

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers work-based qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This document is Issue 2. The key change to include five additional optional units to optional group C is sidelined. Centres will be informed of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

References to third party material made in this specification are made in good faith. Edexcel 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.)

Authorised by Martin Stretton
Prepared by Amy Weaver

Publications Code BA034960

All the material in this publication is copyright
© Pearson Education Limited 2013

Contents

| | |
|---|-----------|
| Qualification titles covered by this specification | 1 |
| Key features of the Level 3 Award, Certificate and Diploma in Cleaning Supervision Skills (QCF) | 2 |
| What is the purpose and benefits of these qualifications? | 2 |
| Who are these qualifications for? | 2 |
| What are the potential job roles for those working towards these qualifications? | 2 |
| What progression opportunities are available to learners who achieve these qualifications? | 3 |
| What is the qualification structure for the Level 3 Award in Cleaning Supervision Skills (QCF)? | 4 |
| What is the qualification structure for the Level 3 Certificate in Cleaning Supervision Skills (QCF)? | 5 |
| What is the qualification structure for the Level 3 Diploma in Cleaning Supervision Skills (QCF)? | 6 |
| How are the qualifications graded and assessed? | 8 |
| Types of evidence (to be read in conjunction with the assessment principles in <i>Annexe D</i> and the evidence requirements in <i>Annexe E</i>) | 9 |
| Centre recognition and approval | 10 |
| Centre recognition | 10 |
| Approvals agreement | 10 |
| Quality assurance | 10 |
| What resources are required? | 10 |
| Unit format | 11 |
| Units | 13 |
| Unit 1: Supervise cleaning staff | 15 |
| Unit 2: Contribute to the implementation of systems and best practice in cleaning | 21 |
| Unit 3: Support equality, diversity and individual rights in the workplace | 25 |
| Unit 4: Develop and implement a risk assessment plan in own area of responsibility | 29 |
| Unit 5: Monitor and solve customer service problems | 33 |
| Unit 6: Give customers a positive impression of yourself and your organisation | 37 |

| | |
|--|------------|
| Unit 7: Contribute to the control of resources | 41 |
| Unit 8: Supervise the cleaning of food areas | 47 |
| Unit 9: Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning | 53 |
| Unit 10: Maintain a sustainable environment in cleaning | 57 |
| Unit 11: Train and develop cleaning staff | 61 |
| Unit 12: Examine staff turnover issues and recruit staff in a cleaning environment | 67 |
| Unit 13: Set objectives and provide support for team members | 73 |
| Unit 14: Working in Facility Services | 77 |
| Unit 15: Understanding performance management | 79 |
| Unit 16: Encourage colleague involvement in recycling | 83 |
| Unit 17: Principles of managing and resolving conflict in the workplace | 87 |
| Unit 18: Implement quality management systems | 91 |
| Further information | 93 |
| Useful publications | 93 |
| How to obtain National Occupational Standards | 93 |
| Professional development and training | 94 |
| Annexe A: Progression pathways | 95 |
| The Edexcel qualification framework for the cleaning sector | 95 |
| Annexe B: Quality assurance | 97 |
| Key principles of quality assurance | 97 |
| Quality assurance processes | 97 |
| Annexe C: Centre certification and registration | 99 |
| What are the access arrangements and special considerations for the qualifications in this specification? | 99 |
| Annexe D: Assessment Principles | 101 |
| Annexe E: Asset Skills Evidence Requirements | 115 |

Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Award, Certificate and Diploma in Cleaning Supervision Skills (QCF):

| Qualification titles | Qualification Number (QN) | Accreditation start date |
|--|----------------------------------|---------------------------------|
| Edexcel Level 3 Award in Cleaning Supervision Skills (QCF) | 600/3292/3 | 01/11/2011 |
| Edexcel Level 3 Certificate in Cleaning Supervision Skills (QCF) | 600/3293/5 | 01/11/2011 |
| Edexcel Level 3 Diploma in Cleaning Supervision Skills (QCF) | 600/3294/7 | 01/11/2011 |

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aim Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

Key features of the Level 3 Award, Certificate and Diploma in Cleaning Supervision Skills (QCF)

These qualifications:

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

The Edexcel Level 3 Diploma in Cleaning Supervision Skills (QCF) has been approved as one of the components required for the Cleaning and Environmental Services Apprenticeship framework. The qualification has been designed to assess the knowledge and competence required to work in the sector.

What is the purpose and benefits of these qualifications?

These qualifications are designed for those in the cleaning industry who are either in a supervisory role or who wish to progress into a supervisory role. The 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 they contribute to the development of skilled labour in the sector.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel'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.

Centres should be aware that for the Level 3 Certificate and Diploma qualifications, learners will be required to meet the demands of a mandatory level 4 unit, ie Unit 4 Develop and implement a risk assessment plan in own area of responsibility. Centres are advised to consider the opportunities they give to learners to meet the demands of level 4 during delivery and assessment of this unit.

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

- Cleaning supervisor
- Facilities manager

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

Learners can progress from the Edexcel Level 3 Award, to the Level 3 Certificate and from the Level 3 Certificate to the Level 3 Diploma in Cleaning Supervision Skills (QCF). There are also opportunities to progress to other Edexcel qualifications such as the Edexcel Level 3 Award, Certificate or Diploma in Facilities Management Practice (QCF), Edexcel BTEC Level 3 Certificate in Facilities Management (QCF) and other Edexcel qualifications in management. Further information is available in *Annexe A*.

What is the qualification structure for the Level 3 Award in Cleaning Supervision Skills (QCF)?

Learners must achieve a minimum of six credits. Four credits from the mandatory unit in Mandatory Group A and a minimum of two credits from Option Group B.

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

| Unit number | Unit reference | Unit title | Credit | Level |
|--------------------------|----------------|--|--------|-------|
| Mandatory Group A | | | | |
| 1 | J/600/6363 | Supervise cleaning staff | 4 | 3 |
| Option Group B | | | | |
| 2 | Y/600/6366 | Contribute to the implementation of systems and best practice in cleaning | 2 | 3 |
| 3 | L/600/6414 | Support equality, diversity and individual rights in the workplace | 4 | 3 |
| 5 | J/601/1515 | Monitor and solve customer service problems | 6 | 3 |
| 7 | H/502/4097 | Contribute to the control of resources | 4 | 3 |
| 8 | H/600/6418 | Supervise the cleaning of food areas | 3 | 3 |
| 9 | K/600/6419 | Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning | 4 | 3 |
| 10 | D/600/6420 | Maintain a sustainable environment in cleaning | 3 | 3 |
| 11 | H/600/6421 | Train and develop cleaning staff | 4 | 3 |
| 12 | R/601/4871 | Examine staff turnover issues and recruit staff in a cleaning environment | 5 | 3 |
| 13 | M/600/9600 | Set objectives and provide support for team members | 5 | 3 |

What is the qualification structure for the Level 3 Certificate in Cleaning Supervision Skills (QCF)?

Learners must achieve a minimum of 27 credits. Sixteen credits from Mandatory Group A, a minimum of five credits from Option Group B and a minimum of six credits from Option Group C.

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

| Unit number | Unit reference | Unit title | Credit | Level |
|--------------------------|----------------|--|--------|-------|
| Mandatory Group A | | | | |
| 1 | J/600/6363 | Supervise cleaning staff | 4 | 3 |
| 2 | Y/600/6366 | Contribute to the implementation of systems and best practice in cleaning | 2 | 3 |
| 3 | L/600/6414 | Support equality, diversity and individual rights in the workplace | 4 | 3 |
| 4 | L/600/9703 | Develop and implement a risk assessment plan in own area of responsibility | 6 | 4 |
| Option Group B | | | | |
| 5 | J/601/1515 | Monitor and solve customer service problems | 6 | 3 |
| 6 | L/601/0933 | Give customers a positive impression of yourself and your organisation | 5 | 2 |
| Option Group C | | | | |
| 7 | H/502/4097 | Contribute to the control of resources | 4 | 3 |
| 8 | H/600/6418 | Supervise the cleaning of food areas | 3 | 3 |
| 9 | K/600/6419 | Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning | 4 | 3 |
| 10 | D/600/6420 | Maintain a sustainable environment in cleaning | 3 | 3 |
| 11 | H/600/6421 | Train and develop cleaning staff | 4 | 3 |
| 12 | R/601/4871 | Examine staff turnover issues and recruit staff in a cleaning environment | 5 | 3 |
| 13 | M/600/9600 | Set objectives and provide support for team members | 5 | 3 |

What is the qualification structure for the Level 3 Diploma in Cleaning Supervision Skills (QCF)?

The learner must achieve a minimum of 37 credits. Sixteen credits from Mandatory Group A, a minimum of five credits from Option Group B and a minimum of sixteen credits from Option Group C.

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

| Unit number | Unit reference | Unit title | Credit | Level |
|--------------------------|----------------|--|--------|-------|
| Mandatory Group A | | | | |
| 1 | J/600/6363 | Supervise cleaning staff | 4 | 3 |
| 2 | Y/600/6366 | Contribute to the implementation of systems and best practice in cleaning | 2 | 3 |
| 3 | L/600/6414 | Support equality, diversity and individual rights in the workplace | 4 | 3 |
| 4 | L/600/9703 | Develop and implement a risk assessment plan in own area of responsibility | 6 | 4 |
| Option Group B | | | | |
| 5 | J/601/1515 | Monitor and solve customer service problems | 6 | 3 |
| 6 | L/601/0933 | Give customers a positive impression of yourself and your organisation | 5 | 2 |
| Option Group C | | | | |
| 7 | H/502/4097 | Contribute to the control of resources | 4 | 3 |
| 8 | H/600/6418 | Supervise the cleaning of food areas | 3 | 3 |
| 9 | K/600/6419 | Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning | 4 | 3 |
| 10 | D/600/6420 | Maintain a sustainable environment in cleaning | 3 | 3 |
| 11 | H/600/6421 | Train and develop cleaning staff | 4 | 3 |
| 12 | R/601/4871 | Examine staff turnover issues and recruit staff in a cleaning environment | 5 | 3 |
| 13 | M/600/9600 | Set objectives and provide support for team members | 5 | 3 |

| Unit number | Unit reference | Unit title | Credit | Level |
|---|----------------|--|--------|-------|
| Additional Optional Group C units for Apprenticeship qualification | | | | |
| 14 | L/503/9631 | Working in Facilities Services | 3 | 2 |
| 15 | J/503/9353 | Understanding performance management | 2 | 3 |
| 16 | T/504/6198 | Encourage colleague involvement in recycling | 3 | 3 |
| 17 | H/504/6200 | Principles of managing and resolving conflict in the workplace | 3 | 3 |
| 18 | A/504/6199 | Implement quality management systems | 2 | 3 |

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 requirements/strategy 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*. They have been developed by Asset Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses,
- internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements
- recognition of prior learning and experience. 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 be read in conjunction with the assessment principles in *Annexe D* and the evidence requirements in *Annexe E*)

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 also refer to the assessment requirements/evidence requirements section within individual units for further guidance on assessment and evidence requirements.

Evidence can include:

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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 Edexcel'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* and/or *Annexe E*.

Unit format

Each unit in this specification contains the following sections.

| | | | | | |
|---|-----------------------------|--|--|--|--|
| Unit title: | | | | | The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP). |
| Unit reference number: | | | | | This code is a unique reference number for the unit. |
| QCF level: | | | | | All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional. |
| 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: | | | | | A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private 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. |
| Recording of evidence:: | | | | | This provides guidance on how evidence can be recorded. |
| 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: Supervise cleaning staff

Unit reference number: J/600/6363

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about being responsible for the work of a team. It is about giving help to others when they need it and responding appropriately when disagreements arise.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 plan the work of cleaning staff | 1.1 explain the importance of ensuring staff understand the requirements of a piece of work | | | |
| | 1.2 explain the importance of knowing what resources are available before planning work | | | |
| | 1.3 explain how to identify the requirements of a piece of work and the resources needed to complete it | | | |
| | 1.4 explain how to develop staff rotas and schedules | | | |
| | 1.5 explain why it is important to have a contingency plan | | | |
| | 1.6 assess how to make best use of the abilities and diversity of staff | | | |
| | 1.7 explain why it is important to consult other people about work plans | | | |
| | 1.8 describe the types of constraints which may influence planning | | | |
| | 1.9 describe situations which may cause plans to require updating | | | |
| | 1.10 explain the importance of checking that staff have understood the briefing | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Understand how to monitor the work of cleaning staff | 2.1 interpret the areas of health and safety legislation which are relevant to cleaning staff 2.2 interpret the areas of employment law which are relevant to cleaning staff 2.3 explain the importance of ensuring staff are meeting agreed requirements 2.4 explain how to observe staff carrying out work without causing disruption to them 2.5 explain the types of support cleaning staff may require whilst carrying out their work 2.6 explain how support can be best provided to cleaning staff during cleaning 2.7 explain the types of problems which may occur during cleaning 2.8 explain how to deal effectively with problems which occur during cleaning | | | |
| 3 Understand how to give cleaning staff feedback on their work | 3.1 explain the importance of providing staff with clear, objective feedback on their work 3.2 explain the factors which should be considered when choosing a time and location to provide feedback to cleaning staff 3.3 explain how different methods of providing staff with feedback may be used 3.4 explain the importance of praising staff's achievements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Be able to plan the work of cleaning staff | 3.5 explain the importance of identifying areas where staff can improve their performance | | | |
| | 3.6 explain the importance of showing respect for staff members when providing feedback | | | |
| | 3.7 explain the importance of confidentiality when providing feedback to staff | | | |
| | 3.8 explain how providing staff with feedback helps to motivate them and gain their commitment | | | |
| | 4.1 collect relevant information about the work that must be planned | | | |
| | 4.2 identify the requirements that must be met and the resources that are available for the work | | | |
| | 4.3 allocate staff resources in a way which makes best use of their abilities | | | |
| | 4.4 allocate physical resources according to requirements | | | |
| | 4.5 develop contingency plans for things that may not go to plan | | | |
| | 4.6 check plans with appropriate people | | | |
| | 4.7 review and revise plans to take into account feedback and changes in requirements or resources | | | |
| | 4.8 perform a briefing for cleaning staff on the plans and check their understanding | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Be able to monitor the work of cleaning | 5.1 observe cleaning staff carrying out tasks to ensure their work meets the required standard 5.2 provide staff with support as necessary 5.3 deal with any problems as they arise within the limits of own responsibility | | | |
| 6 Be able to give cleaning staff feedback on their work | 6.1 provide staff with clear, objective feedback as soon as possible after the event, in a suitable environment 6.2 make constructive suggestions to staff about how they can improve their performance 6.3 allow staff the opportunity to respond to feedback and agree next steps | | | |

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 2: Contribute to the implementation of systems and best practice in cleaning

Unit reference number: Y/600/6366

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is for cleaning supervisors and includes:

- ensuring that the systems for cleaning are consistent with the organisation's procedures
- knowing what cleaning best practice is and helping to establish systems and methods that support this.
- those areas which involve the learner's statutory obligations, such as health and safety, and other decisions regarding the environment.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 systems and processes for cleaning are implemented | 1.1 identify factors which may impact on the implementation of systems and processes for cleaning operations | | | |
| | 1.2 describe methods of communicating information to staff regarding systems and processes | | | |
| 2 Understand how to monitor and evaluate cleaning systems and processes | 2.1 explain the importance of monitoring systems and processes | | | |
| | 2.2 explain how to identify sources of best practice in cleaning systems and processes | | | |
| | 2.3 describe the methods to evaluate systems and processes | | | |
| | 2.4 explain the process for reporting outcomes of the evaluation process | | | |
| 3 Be able to implement systems and processes for cleaning and communicate these to staff | 3.1 describe the factors that should be taken into account when implementing systems and processes for cleaning | | | |
| | 3.2 implement systems for the effective performance of cleaning which: <ul style="list-style-type: none"> • comply with legal requirements • comply with best practice • contribute to improved performance | | | |
| | 3.3 advise staff about new systems for cleaning and procedures that need to be implemented | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Be able to monitor, evaluate and provide feedback on systems and processes | 4.1 monitor systems and processes and identify areas for improvement | | | |
| | 4.2 identify sources of best practice in cleaning systems and processes to assist evaluation | | | |
| | 4.3 evaluate systems and processes in place and change them as required | | | |
| | 4.4 report findings of the evaluation process to the appropriate person | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Support equality, diversity and individual rights in the workplace

Unit reference number: L/600/6414

QCF level: 3

Credit value: 4

Guided learning hours: 23

Unit summary

This unit is for supervisors in cleaning. It is about acknowledging the equality and diversity of people and their rights and responsibilities in the workplace. Whilst it is recognised that the learner is not always in a position to change and influence structures directly, they are expected to behave proactively against discrimination.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Understand the terms equality, diversity and discrimination | 1.1 define the terms: <ul style="list-style-type: none"> • equality • diversity • discrimination | | | |
| | 1.2 explain the types of inequality and discrimination that can occur in the workplace | | | |
| | 1.3 explain the potential impact of inequality in the workplace | | | |
| 2 Understand the legislation which provides equality in the workplace | 2.1 list the areas of equality and diversity legislation relevant to the working environment | | | |
| | 2.2 explain own rights, expected behaviour and responsibilities in relation to the legislation | | | |
| | 2.3 explain how rights, expected behaviour and responsibilities relate to own job role | | | |
| 3 Understand how behaviour can support equality and diversity in the workplace | 3.1 explain how own behaviour can have a positive or negative affect in relation to equality and diversity in the workplace | | | |
| | 3.2 describe activities that encourage individuals to be more valued in the workplace | | | |
| | 3.3 describe ways in which workplace communication supports equality and diversity | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Understand the importance of promoting equality and valuing diversity in the workplace | 3.4 explain the internal support available to address issues of equality and diversity | | | |
| | 3.5 identify how own behaviour and that of others can support equality and diversity in the workplace | | | |
| 4 Understand the importance of promoting equality and valuing diversity in the workplace | 4.1 describe how the promotion of equality and diversity can protect people from the risk of harm | | | |
| | 4.2 explain the benefits of promoting equality and diversity in the workplace | | | |
| | 4.3 identify workplace procedures which promote equality and diversity | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: **Develop and implement a risk assessment plan in own area of responsibility**

Unit reference number: L/600/9703

QCF level: 4

Credit value: 6

Guided learning hours: 20

Unit summary

This unit helps learners promote, monitor and review health and safety in own area of responsibility.

Centres are advised to consider the opportunities they give to learners to meet the demands of level 4 during delivery and assessment of this unit.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Understand the legal requirements and personal responsibilities for health and safety within an organisation | 1.1 state the legal requirements that apply to own role in relation to health and safety | | | |
| | 1.2 consult with specialist advisor(s) on health and safety policy and procedures | | | |
| | 1.3 explain an organisation's health and safety responsibilities | | | |
| | 1.4 describe health and safety responsibilities in own area of responsibility | | | |
| 2 Be able to promote the importance of health and safety practices | 2.1 communicate an organisation's written health and safety policy to individuals within own area of responsibility | | | |
| | 2.2 allocate sufficient resources to deal with health and safety issues in own area of responsibility | | | |
| 3 Be able to ensure that hazards and risks are identified and managed in own area of responsibility | 3.1 consult with colleagues on health and safety hazards and risks in own area of responsibility | | | |
| | 3.2 access health and safety hazards and risks in own area of responsibility | | | |
| | 3.3 identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements | | | |
| | 3.4 develop and implement a plan in own area of responsibility | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Be able to monitor and review health and safety performance and policy in own area of responsibility | 4.1 establish procedures that monitor health and safety performance in own area of responsibility | | | |
| | 4.2 review the health and safety performance of own area of responsibility | | | |
| | 4.3 review the health and safety policy in own area of responsibility | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Monitor and solve customer service problems

Unit reference number: J/601/1515

QCF level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is all about solving immediate customer service problems and changing systems to avoid repeated customer service problems.

Assessment requirements/evidence requirements

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

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 Solve immediate customer service problems | 1.1 respond positively to customer service problems following organisational guidelines | | | |
| | 1.2 solve customer service problems when they have sufficient authority | | | |
| | 1.3 work with others to solve customer service problems | | | |
| | 1.4 keep customers informed of the actions being taken | | | |
| | 1.5 check with customers that they are comfortable with the actions being taken | | | |
| | 1.6 solve problems with service systems and procedures that might affect customers before customers become aware of them | | | |
| | 1.7 inform managers and colleagues of the steps taken to solve specific problems | | | |
| 2 Identify repeated customer service problems and options for solving them | 2.1 identify repeated customer service problems | | | |
| | 2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option | | | |
| | 2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Take action to avoid the repetition of customer service problems | 3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 3.2 action their agreed solution 3.3 keep their customers informed in a positive and clear manner of steps being taken to solve any service problems 3.4 monitor the changes they have made and adjust them if appropriate | | | |
| 4 Understand how to monitor and solve customer service problems | 4.1 describe organisational procedures and systems for dealing with customer service problems 4.2 describe the organisational procedures and systems for identifying repeated customer service problems 4.3 explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers 4.4 explain how to negotiate with and reassure customers while their problems are being solved | | | |

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 6: **Give customers a positive impression of yourself and your organisation**

Unit reference number: L/601/0933

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is about communicating with customers, and giving a positive impression when dealing with customers. By doing this, the learner will also be giving a positive impression of their organisation and the customer service it provides.

Assessment requirements/evidence requirements

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

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 Establish rapport with customers | 1.1 meet their organisation's standards of appearance and behaviour | | | |
| | 1.2 greet their customer respectfully and in a friendly manner | | | |
| | 1.3 communicate with their customer in a way that makes them feel valued and respected | | | |
| | 1.4 identify and confirm their customer's expectations | | | |
| | 1.5 treat their customer courteously and helpfully at all times | | | |
| | 1.6 keep their customer informed and reassured | | | |
| | 1.7 adapt their behaviour to respond to different customer behaviour | | | |
| 2 Respond appropriately to customers | 2.1 respond promptly to a customer seeking help | | | |
| | 2.2 choose the most appropriate way to communicate with their customer | | | |
| | 2.3 check with their customer that they have fully understood their expectations | | | |
| | 2.4 respond promptly and positively to their customer's questions and comments | | | |
| | 2.5 allow their customer time to consider their response and give further explanation when appropriate | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Communicate information to customers | 3.1 quickly find information that will help their customer 3.2 give their customer information they need about the services or products offered by their organisation 3.3 recognise information that their customer might find complicated and check whether they fully understand 3.4 explain clearly to their customers any reasons why their expectations cannot be met | | | |
| 4 Understand how to give customers a positive impression of themselves and the organisation | 4.1 describe their organisation's standards for appearance and behaviour 4.2 explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 identify their organisation's rules and procedures regarding the methods of communication they use 4.4 explain how to recognise when a customer is angry or confused 4.5 identify their organisation's standards for timeliness in responding to customer questions and requests for information | | | |

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 7: Contribute to the control of resources

Unit reference number: H/502/4097

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers the competence that hospitality supervisors require to control the use of resources – equipment, people and supplies – in their area of responsibility.

Assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace or a Realistic Working Environment (RWE).

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Be able to contribute to the control of resources | 1.1 compare the resources available to them with the resources they need for their work | | | |
| | 1.2 follow the correct procedures to obtain additional resources needed for their work | | | |
| | 1.3 deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed | | | |
| | 1.4 check the quality, quantity and suitability of resources before they are needed for use | | | |
| | 1.5 make sure that equipment and materials are correctly stored and maintained | | | |
| | 1.6 encourage their colleagues to make efficient use of resources and minimise waste | | | |
| | 1.7 monitor the use of resources in their area of responsibility | | | |
| | 1.8 make sure that resources are used effectively, efficiently and in line with organisational and legal requirements | | | |
| | 1.9 keep records about resources up-to-date, accurate and in the specified place | | | |
| | 1.10 recommend ways of making better use of resources following organisational requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Understand how to contribute to the control of resources | 2.1 identify the equipment, colleagues and supplies that are used in their area of responsibility | | | |
| | 2.2 describe normal consumption levels for resources in their area of responsibility | | | |
| | 2.3 explain how to work out what resources are needed for planned work | | | |
| | 2.4 explain how to identify what resources are available for planned work | | | |
| | 2.5 explain how to make sure the resources already available are suitable for planned work | | | |
| | 2.6 explain how to identify what additional resources are needed for planned work | | | |
| | 2.7 identify the approximate costs of the resources used in their area of responsibility | | | |
| | 2.8 explain how resource costs affect their organisation's financial targets | | | |
| | 2.9 explain the importance of working within agreed spending limits | | | |
| | 2.10 describe the procedures to follow when it is necessary to go beyond agreed spending limits | | | |
| | 2.11 explain why it is important to follow the correct procedures when it is necessary to go beyond agreed spending limits | | | |
| | 2.12 describe their organisation's policies for ordering resources | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | 2.13 identify who is responsible for ordering resources | | | |
| | 2.14 identify their organisation's regular suppliers | | | |
| | 2.15 describe the procedures to follow to obtain required resources | | | |
| | 2.16 describe the procedures to store the resources in their area of responsibility | | | |
| | 2.17 explain how to ensure resources are stored correctly | | | |
| | 2.18 describe the appropriate lifting and handling methods and techniques for resources in their area | | | |
| | 2.19 describe the health and safety requirements for the resources they are responsible for | | | |
| | 2.20 explain the environmental impact of the resources they are responsible for | | | |
| | 2.21 describe their organisation's policies for: <ul style="list-style-type: none"> • using resources • controlling waste • recycling | | | |
| | 2.22 explain how to count, check and monitor the use of resources | | | |
| | 2.23 explain how to keep waste to a minimum | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | 2.24 explain how to encourage colleagues to make efficient use of resources to benefit their organisation and the environment | | | |
| | 2.25 explain how to make recommendations to improve the use of resources to decision makers in their organisation | | | |
| | 2.26 identify the records they need to keep on the use of resources | | | |
| | 2.27 explain the advantages of using computerised stock control systems | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Supervise the cleaning of food areas

Unit reference number: H/600/6418

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about the supervision of staff who clean food areas, including kitchens, food service areas, food manufacturing premises, food production or food retailing.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 the procedures in place to commence the cleaning operation</p> | 1.1 describe the location of the cleaning specification within the business' food safety management procedures | | | |
| | 1.2 summarise the legislative and environmental procedures for the cleaning and waste disposal in food areas | | | |
| | 1.3 interpret the specification in order to cascade to staff | | | |
| | 1.4 describe the levels of personal hygiene required and assess that staff maintain this | | | |
| | 1.5 summarise the types of health conditions that need to be reported | | | |
| | 1.6 explain why health conditions need to be reported and how to do this | | | |
| | 1.7 describe the types of personal protective equipment which are appropriate for cleaning operations within the food area | | | |
| | 1.8 explain how to take account of cultural and diversity issues of staff when planning the cleaning operation | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Know the protocols of the cleaning operation | 2.1 explain how any problems with the food safety management procedures should be reported 2.2 assess the types of cleaning agents which are appropriate for specific cleaning operations 2.3 explain the risks associated with making an incorrect choice of cleaning agent 2.4 explain how to isolate food equipment power supplies 2.5 explain the procedures for the disassembly, cleaning and reassembly of food equipment 2.6 explain the correct procedures for the disposal of waste and slurry 2.7 explain how cleaning equipment should be cleaned and stored | | | |
| 3 Understand the procedures in place to handle any problems or issues | 3.1 summarise the types of problems that may mean the food area cannot be opened for use 3.2 review the types of problems that may be encountered within own area of responsibility 3.3 explain how problems may be resolved 3.4 explain the procedure for providing feedback regarding problems 3.5 explain actions that should be taken where signs of pest infestation have been identified | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Be able to cascade to staff relevant information | <p>4.1 ensure that staff are aware of the location of the cleaning specification in the business' food safety management procedures</p> <p>4.2 check that staff have a clear understanding of the cleaning specification</p> <p>4.3 check that staff understand the types of health conditions which should be reported</p> | | | |
| 5 Be able to supervise the undertaking of the cleaning operation | <p>5.1 ensure that staff are using the correct equipment, cleaning agents and personal protective equipment for the specific cleaning operation</p> <p>5.2 ensure that staff are aware of procedures for the isolation, disassembly, cleaning and reassembly of equipment</p> <p>5.3 assess the cleaning which is being undertaken is in line with the business' food safety management procedures</p> <p>5.4 ensure that staff dispose of waste and slurry properly</p> <p>5.5 assess that staff have left the food area in a condition suitable for use and that equipment has been stored correctly</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to manage problems or issues in an effective and professional manner | 6.1 respond appropriately to problems that have been reported by staff | | | |
| | 6.2 apply organisational procedures where signs of pest infestation have been identified | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning

Unit reference number: K/600/6419

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is about providing guidance and support, including training, to cleaning operatives to enable them to minimise the risk of acquiring and spreading infection. This unit applies to supervising staff in any areas where the risk of infection is an issue.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 organisational procedures and working practices for infection control in order to be able to support staff</p> | 1.1 explain techniques for reviewing local policies on infection control which might affect cleaning activities | | | |
| | 1.2 explain the mechanisms in place for induction training and subsequent training for staff | | | |
| | 1.3 describe the procedures in place for acquiring personal protective equipment and supplies | | | |
| | 1.4 explain how personal protective equipment and supplies enable staff to apply standard infection control and prevention precautions | | | |
| | 1.5 describe how to monitor staff practices | | | |
| | 1.6 describe actions taken to maintain required standards | | | |
| | 1.7 explain own role and responsibilities and that of others in minimising the spread of infection | | | |
| | 1.8 describe how to maintain records required by your area of activity | | | |
| | 1.9 explain the procedures for reporting: <ul style="list-style-type: none"> • accidents • incidents • issues outside own job role | | | |
| | 1.10 explain the mechanisms in place to ensure actions are taken to tackle problems relating to accidents and incidents | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| | 1.11 explain why it is important to have an in-depth knowledge of organisational procedures and working practices | | | |
| 2 Be able to give guidance to staff on policy and legislation regarding infection control | 2.1 explain to staff the relevant standard infection control precautions, legislation and policies | | | |
| | 2.2 explain to staff the health and safety regulations that cover all areas of responsibility | | | |
| | 2.3 explain to staff why it is important to have an in-depth understanding of legislation and policy | | | |
| | 3.1 describe to staff the chain of infection | | | |
| 3 Be able to provide technical information regarding infection control | 3.2 describe to staff what occupationally acquired infection is and how it can be prevented | | | |
| | 3.3 explain to staff the procedures for referring to occupational health for advice | | | |
| | 3.4 describe to staff the techniques for hand hygiene | | | |
| | 3.5 describe to staff where to find the facilities for first aid provision | | | |
| | 3.6 identify for staff the different types of personal protective equipment and the risk of developing allergies from them | | | |
| 4 Be able to support staff in their infection control practices | 4.1 perform checks to ensure that staff are provided with adequate supplies of personal protective equipment | | | |
| | 4.2 Implement monitoring and auditing procedures | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Be able to support staff to deal with problems relating to infection control | 4.3 provide feedback to staff on their practices in relation to infection control | | | |
| | 4.4 implement personal objectives for staff regarding infection control | | | |
| | 4.5 follow organisational procedures for reporting continued poor practice by individual members of staff | | | |
| | 5.1 assess infection control problems and initiate prompt remedial action where appropriate | | | |
| | 5.2 identify problems that you are unable to remedy and report them to the appropriate person | | | |
| | 5.3 review all reported adverse events that could pose an infection risk | | | |
| | 5.4 implement actions to tackle problems relating to adverse events | | | |
| | 5.5 analyse trends of reported adverse events and identify recurrent problems and initiate actions to deal with them | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: Maintain a sustainable environment in cleaning

Unit reference number: D/600/6420

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is for supervision at work in the cleaning industry. It is about how to take steps to minimise damage to the environment and disturbance to habitants. The unit covers relevant policies and legislative requirements to take account of: health and safety, the environment, regulatory, statutory and operational organisational policies and risk assessments.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 approved working practices can minimise the risk to the environment | <p>1.1 explain the different methods adopted in order to minimise environmental damage whilst carrying out work activities</p> <p>1.2 explain the process for identifying the most appropriate materials and equipment for the work activity and their potential impact on the environment</p> <p>1.3 explain how tools and materials should be used in order to minimise environmental damage</p> <p>1.4 explain how to minimise the risk to the environment when considering methods of waste disposal</p> | | | |
| 2 Know the legislative requirements and types of environmental damage that may occur | <p>2.1 summarise the areas of legislation relevant to minimising environmental damage</p> <p>2.2 explain the types of environmental damage that may occur</p> <p>2.3 explain the different types of corrective actions that may be taken to reduce environmental damage</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to ensure that staff carry out cleaning activities in a sustainable manner | 3.1 ensure that work is carried out so that it minimises pollution and physical disturbance | | | |
| | 3.2 ensure that staff use recyclable materials and plant that will minimise pollution and physical disturbance | | | |
| | 3.3 ensure that relevant policies and legislation are adhered to when work is carried out | | | |
| | 3.4 ensure staff dispose of hazardous and non-hazardous waste safely and in accordance with relevant procedures and policies | | | |
| | 3.5 identify physical disturbance and take appropriate action | | | |
| 4 Be able to contribute to review policies and procedures on environmental protection and sustainability | 4.1 review and revise existing procedures and practices to conform to environmental good practice | | | |
| | 4.2 develop plans to contribute to sustainable development with particular reference to the conservation of: <ul style="list-style-type: none"> • energy • water • resources • equipment | | | |
| | 4.3 determine the impact that cleaning systems and processes can have on the environment | | | |

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 11: Train and develop cleaning staff

Unit reference number: H/600/6421

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is for cleaning supervisors. It is about training and updating all cleaning staff, for which the supervisor is responsible to the standard required by the organisation. It is also about ensuring staff receive feedback on their progress and achievements. The individual needs and background of staff should be taken into account at all stages in the process.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 organisational requirements and responsibilities for training | 1.1 define the limits of own responsibility for training cleaning operatives | | | | |
| | 1.2 describe organisational requirements for training cleaning staff | | | | |
| 2 Understand how to contribute to the assessment of an individual's training and development needs | 2.1 explain the level of knowledge and skills required to meet the standards of quality and performance within an area of responsibility | | | | |
| | 2.2 explain the level of knowledge of health and safety procedures which is required by staff within own area of responsibility | | | | |
| | 2.3 define the term 'training need' | | | | |
| | 2.4 explain how to identify training and development needs taking account of previous experience | | | | |
| 3 Understand how to train staff to quality and performance standards | 2.5 clarify who has overall responsibility for staff training within the organisation | | | | |
| | 2.6 summarise the types of information the person responsible for training requires | | | | |
| | 3.1 explain the benefits of having a structured training programme for staff | | | | |
| | 3.2 identify the content of training relating to quality and performance standards | | | | |
| | 3.3 explain ways of putting individuals at ease in preparation for training | | | | |
| | | | | | |
| | | | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Understand how to provide feedback on progress and performance | 3.4 explain how to select the most appropriate way of demonstrating methods and equipment according to: <ul style="list-style-type: none"> • staff needs • tasks • equipment being demonstrated | | | |
| | 3.5 describe the use of questioning techniques when training staff | | | |
| | 3.6 summarise potential health and safety risks which may arise during training and methods of minimising them | | | |
| | 4.1 explain how to give individuals constructive feedback on their progress | | | |
| | 4.2 describe ways of encouraging staff to assess their own progress | | | |
| | 4.3 explain ways to overcome barriers individuals may encounter in making progress | | | |
| 5 Be able to contribute to the assessment of an individual's training needs | 5.1 establish positive working relationships with staff | | | |
| | 5.2 identify previous work experience and skills of staff | | | |
| | 5.3 assess and report on the level of training required by an individual in line with organisational requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 6 Be able to train staff effectively | 6.1 implement a structured training programme to meet an individual's training needs 6.2 ensure information and instructions are given to individuals clearly 6.3 follow best working practices in order to help others to learn effectively 6.4 demonstrate the correct methods for operating cleaning equipment 6.5 record details of training activities which have been undertaken 6.6 assess and record cleaning operatives' progress in line with organisational requirements | | | |
| 7 Be able to provide feedback on progress and performance | 7.1 provide individuals with structured opportunities to assess their own performance 7.2 provide clear and impartial feedback on progress 7.3 identify and agree actions to be taken in order to meet the continuing training needs of staff 7.4 report on individual progress in line with organisational requirements 7.5 make recommendations about how training plans can be adapted to suit the speed of an individual's progress | | | |

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 12: Examine staff turnover issues and recruit staff in a cleaning environment

Unit reference number: R/601/4871

QCF level: 3

Credit value: 5

Guided learning hours: 32

Unit summary

This unit is for cleaning supervisors who are involved in the recruitment of staff in their own area of responsibility. The unit includes looking at the reasons for recruiting, including relevant staff turnover issues.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 examine staff turnover in a cleaning environment | 1.1 explain how to talk to cleaning staff who are leaving the organisation about their reasons for leaving to identify any staff turnover issues | | | |
| | 1.2 describe how to identify ways of addressing staff turnover issues | | | |
| | 1.3 describe the organisational procedures for reporting staff turnover issues which are outside own authority and responsibility | | | |
| 2 Understand the recruitment and selection process in a cleaning environment | 2.1 explain how to review the work required in own area of responsibility to identify any shortfall in: <ul style="list-style-type: none"> • cleaning staff numbers • skills and knowledge of employed cleaning staff | | | |
| | 2.2 describe how to prioritise options for addressing shortfalls in cleaning staff numbers | | | |
| | 2.3 describe how to prioritise options for addressing shortfalls in skills and knowledge in the existing team | | | |
| | 2.4 explain the organisational procedure for producing and updating job descriptions and person specifications when there is a need to recruit cleaning staff | | | |
| | 2.5 explain how to ensure that information provided about vacancies is fair, clear and accurate | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Be able to examine staff turnover in a cleaning environment | 2.6 explain when to seek specialist expertise in relation to the recruitment of cleaning staff | | | |
| | 2.7 explain how the recruitment process is affected by: <ul style="list-style-type: none"> • legislation • contract requirements in a cleaning environment | | | |
| | 2.8 explain how to judge whether the recruitment process has been successful in relation to recent appointments | | | |
| | 2.9 explain how to identify any areas where the recruitment process could be improved | | | |
| | 3.1 discuss with cleaning staff who are leaving the organisation their reasons for leaving to identify any staff turnover issues | | | |
| | 3.2 identify ways of addressing staff turnover issues in own area of responsibility | | | |
| | 3.3 report staff turnover issues which are outside own authority and responsibility following organisational procedures | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>4 Be able to follow the recruitment and selection process in a cleaning environment</p> | <p>4.1 review the work required in own area of responsibility to identify any shortfall in:</p> <ul style="list-style-type: none"> • cleaning staff numbers • skills and knowledge of employed cleaning staff | | | |
| | <p>4.2 prioritise the options for addressing shortfalls in cleaning staff numbers</p> | | | |
| | <p>4.3 prioritise the options for addressing shortfalls in skills and knowledge in the existing team</p> | | | |
| | <p>4.4 agree for identified vacancies:</p> <ul style="list-style-type: none"> • stages in the recruitment process • methods to be used • who will be involved in the recruitment process | | | |
| | <p>4.5 seek specialist expertise in relation to the recruitment of cleaning staff when necessary</p> | | | |
| | <p>4.6 participate in the recruitment process in accordance with agreed plans and organisational procedures</p> | | | |
| | <p>4.7 judge whether the recruitment process has been successful in relation to recent appointments</p> | | | |
| | <p>4.8 identify any areas where the recruitment process could be improved</p> | | | |

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 13: Set objectives and provide support for team members

Unit reference number: M/600/9600

QCF level: Level 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit helps learners to set and support individuals and teams to achieve objectives.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to communicate a team's purpose and objectives to the team members | 1.1 describe the purpose of a team | | | |
| | 1.2 set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) | | | |
| | 1.3 communicate the team's purpose and objectives to its members | | | |
| 2 Be able to develop a plan with team members showing how team objectives will be met | 2.1 discuss with team members how team objectives will be met | | | |
| | 2.2 ensure team members participate in the planning process and think creatively | | | |
| | 2.3 develop plans to meet team objectives | | | |
| | 2.4 set SMART personal work objectives with team members | | | |
| 3 Be able to support team members identifying opportunities and providing support | 3.1 identify opportunities and difficulties faced by team members | | | |
| | 3.2 discuss identified opportunities and difficulties with team members | | | |
| | 3.3 provide advice and support to team members to overcome identified difficulties and challenges | | | |
| | 3.4 provide advice and support to team members to make the most of identified opportunities | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Be able to monitor and evaluate progress and recognise individual and team achievement | 4.1 monitor and evaluate individual and team activities and progress | | | |
| | 4.2 provide recognition when individual and team objectives have been achieved | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Working in Facility Services

Unit reference number: L/503/9631

QCF level: Level 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about raising awareness of facilities services by examining the types of services offered by organisations, the job role and progression routes and how facilities services contribute to the wider business environment.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 the nature and range of services offered in the Facilities sector | 1.1 State the role of a Facilities Services organisation | | | |
| | 1.2 List a range of typical services offered by a Facilities Services organisation | | | |
| | 1.3 Describe a range of services that are offered in the Facilities Services sector | | | |
| 2 Know about employment in the Facilities Services sector | 2.1 Describe typical job roles within the Facilities Services sector | | | |
| | 2.2 Identify career progression routes in the Facilities Services sector | | | |
| 3 Understand the contribution Facilities Services make to organisations | 3.1 Give examples of both 'hard' and 'soft' facilities services | | | |
| | 3.2 Give examples of how facilities services can improve: <ul style="list-style-type: none"> • energy, water and waste management • building services • the working environment | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Understanding performance management

Unit reference number: J/503/9353

QCF level: Level 3

Credit value: 2

Guided learning hours: 7

Unit summary

This unit is about developing knowledge and understanding of being able to manage performance in the workplace as required by a practising or potential first line manager.

Assessment requirements/evidence requirements

Assessment must be carried out by portfolio of evidence.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Understand the value of assessing performance to meet organisational and individual needs | 1.1 Describe the value of formal and informal performance assessment in the workplace | | | |
| | 1.2 Explain the role of the first line manager in performance management | | | |
| 2 Know how to manage performance of individuals in the team | 2.1 Identify ways to ensure fair and objective formal assessment | | | |
| | 2.2 Explain how to set SMART objectives for a team member | | | |
| | 2.3 Explain how to set performance standards for a team member | | | |
| | 2.4 Explain how to measure performance against agreed standards | | | |
| 3 Understand the value of feedback in the workplace | 3.1 Explain the importance of feedback to improve performance | | | |
| | 3.2 Describe how to give effective feedback | | | |
| 4 Know how to manage underperformance in the workplace | 4.1 Identify potential areas of underperformance in the workplace | | | |
| | 4.2 Identify causes for failure to meet agreed performance levels | | | |
| | 4.3 Describe actions to restore performance to acceptable levels | | | |

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 16: Encourage colleague involvement in recycling

Unit reference number: T/504/6198

QCF level: Level 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit helps the learner to understand their role in an organisation's recycling processes and to know how to involve others in recycling.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 encourage and involve colleagues in recycling | 1.1 Describe the organisations procedures for promoting recycling | | | |
| | 1.2 Describe the recycling services that exist within the organisation and their respective objectives | | | |
| | 1.3 Describe the principles of the waste management hierarchy | | | |
| | 1.4 Explain the roles and responsibilities of colleagues targeted to achieve the organisations recycling objectives | | | |
| 2 Be able to promote recycling to colleagues | 2.1 Explain the organisation's recycling objectives and the ways in which colleagues can become involved | | | |
| | 2.2 Demonstrate to colleagues how to apply the waste management hierarchy to recyclables and other materials | | | |
| | 2.3 Apply appropriate methods of verbal and non-verbal communication to provide information on recycling to colleagues | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Know how to resolve problems which could affect the recycling of materials | 3.1 Describe how behaviour can prevent problems which could affect the recycling of materials in accordance with own responsibilities and workplace procedures 3.2 Explain how day-to-day recycling problems are resolved within own area of responsibility 3.3 Explain when to refer matters outside own area of responsibility to an appropriate person | | | |
| 4 Know regulation, procedures and requirements for recycling | 4.1 Explain the main responsibilities of the employer and employee under current legislation 4.2 Explain correct procedures for handling hazardous materials 4.3 Describe personal protective equipment and clothing needed and how they must be used, cleaned and stored 4.4 Describe the organisational accident and incident recording and reporting procedures 4.5 Explain where to locate sources of information and guidance relating to recycling | | | |

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 17: Principles of managing and resolving conflict in the workplace

Unit reference number: H/504/6200

QCF level: Level 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit helps the learner to develop knowledge and understanding of managing conflict and supporting individuals within a team.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered 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 conflicts can arise affecting performance in the workplace | 1.1 Describe common causes of conflict in the workplace | | | |
| | 1.2 Explain techniques for preventing and reducing conflict within a team | | | |
| | 1.3 Explain the effects of conflict on individual and team performance | | | |
| 2 Understand how to resolve conflict in the workplace | 2.1 Describe suitable strategies to help prevent or reduce conflict | | | |
| | 2.2 Describe how verbal and non-verbal language can play an important role in resolving conflict | | | |
| | 2.3 Describe how a manager could promote working practices to minimise the effects of conflict | | | |
| 3 Understand legal and organisational requirements concerning conflict | 3.1 Describe legal and organisational procedures for dealing with conflict and grievances | | | |
| | 3.2 Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes. | | | |
| | 3.3 Explain when and who to escalate conflicts to in the organisation | | | |

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____



Unit 18: Implement quality management systems

Unit reference number: A/504/6199

QCF level: Level 3

Credit value: 2

Guided learning hours: 16

Unit summary

This unit is intended to assist learners gain an understanding of effective quality management systems, the processes for implementing them and how to respond when the required standards of quality are not met.

Assessment requirements/evidence requirements

This unit is subject to:

- Asset Skills principles of assessment which can be found in *Annexe D*
- Asset Skills guidance on evidence requirements which can be found in *Annexe E*.

Recording of evidence

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Understand the importance of quality management systems | 1.1 Describe the relevant service provision standards | | | |
| | 1.2 Describe the principles of different types of quality management systems | | | |
| | 1.3 Describe methods used to check for quality | | | |
| 2 Be able to implement quality management systems | 2.1 Implement quality management systems in accordance with service agreements and organisational procedures | | | |
| | 2.2 Check service provision and quality against agreed requirements and specified standards | | | |
| | 2.3 Identify work and service provision which fails to meet required standards | | | |
| | 2.4 Promptly implement corrective action and record the results | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

| | |
|----------------------------|---------------|
| BTEC and NVQ | 0844 576 0045 |
| GCSE | 0844 576 0027 |
| The Diploma | 0844 576 0028 |
| DiDA | 0844 372 2186 |
| Administration and systems | 0844 463 2535 |

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Edexcel NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards please go to:
www.ukstandards.co.uk.

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the cleaning sector

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification/professional | NVQ/competence |
|-------|------------------------|----------|--|--|--|
| 5 | | | | BTEC Level 5 Award, Certificate, Diploma in Management and Leadership (QCF) | |
| 4 | | | | | |
| 3 | | | | BTEC Level 3 Certificate in Facilities Management (QCF) BTEC Level 3 Award, Certificate in Management (QCF) | Level 3 Award, Certificate and Diploma in Cleaning Supervision Skills (QCF) Level 3 Award, Certificate and Diploma in Facilities Management Practice (QCF) Level 3 NVQ Certificate in Management (QCF) |

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification/professional | NVQ/competence |
|-------|------------------------|----------|--|--|---|
| 2 | | | | Suite of BTEC Level 2 Awards in Cleaning Principles (QCF) BTEC Level 2 Certificate, Diploma in Cleaning Principles (QCF) BTEC Level 2 Award, Certificate in Team Leading (QCF) | Level 2 Certificate in Property, Caretaking and Facilities Services (QCF) Level 2 Award, Certificate, Diploma in Cleaning and Support Services Skills (QCF) Level 2 NVQ Certificate in Team Leading (QCF) |
| 1 | | | | | Level 1 Award, Certificate in Cleaning and Support Services Skills (QCF) |
| Entry | | | | | |

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

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

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

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) 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. www.edexcel.com.

Annexe D: 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 MAY 2012

POLICIES AND PRINCIPLES FOR AWARDING ASSET SKILLS COMPETENCE UNITS ACROSS ALL FOUR NATIONS

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

Tel: 01604 233336
Fax: 01604 233573
E-mail: enquiries@assetskills.org
Website: www.assetskills.org

CONTENTS

- 1 INTRODUCTION
- 2 ASSESSMENT PRINCIPLES
- 3 SIMULATION AND WITNESS TESTIMONY
- 4 RECOGNITION OF PRIOR LEARNING AND EXPERIENCE
- 5 EXTERNAL QUALITY ASSURANCE OF ASSESSMENT
- 6 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF EXTERNAL
- 7 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF INTERNAL VERIFIERS
- 8 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF ASSESSORS

1 INTRODUCTION

ASSET SKILLS has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for competence based units of assessment which have been submitted by Asset Skills to the appropriate national qualification and credit framework.

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 qualifications 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.

2.1.3 Asset Skills does not prescribe a minimum number of observations. However, evidence provided must demonstrate that the candidate's 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 Quality Assurers/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.

5.1.1 The Awarding Organisations will review centre risk ratings on an annual basis to ensure risk rating is still appropriate and 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.

6.2 The criteria will apply to existing and new External Verifiers (EVs).

6.3 Verification Competence

6.3.1 *The appointment and competence of External Verifiers must comply with current Ofqual regulations for QCF Awarding Organisations. Awarding Organisations will ensure that External Verifiers:*

Hold or be working towards an appropriate external verifier 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 an appropriate external verifier qualification within 12 months of beginning external verification.
- In Scotland, all new EVs should have an assessment plan for achieving L&D Unit 12 and be working towards achieving the awards. There is no timescale attached to the achievement of L&D Unit 12.

6.4 Occupational Competence

All External Verifiers must:

6.4.1 provide evidence of knowledge, understanding and application of the National Occupational Standards (NOS), 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 QUALITY ASSURERS/ INTERNAL VERIFIERS

7.1 Internal Quality Assurers/Internal Verifiers (IQAs/IVs) 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 IQAs/IVs.

7.3 IQAs/IVs should only verify the decisions of assessors which fall within their area of technical and occupational competence.

7.4 IQAs/IVs should be seen as the persons 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 IQAs/IVs 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 IQAs/IVs have not yet achieved an appropriate qualification in internal verification

7.5 The appointment and competence of IQAs/IVs must comply with current Regulatory Authority regulations. IQAs/IVs will either:

- a Hold or be working towards an appropriate internal verifier qualification
 - In England, Wales and Northern Ireland all new IQAs/IVs should achieve an appropriate internal verifier qualification within 18 months of beginning internal quality assurance/verification duties. Internal quality assurance/verification decisions by verifiers who are still working towards certification must be countersigned by an IQA/IV who has gained certification.
 - In Scotland, all new Verifiers should have an assessment plan for achieving the Learning and Development (L&D) Unit 11 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of Learning and Development (L&D) Unit 11 during centre visits
 - All new IQAs/IVs must hold an appropriate qualification in assessment of competence

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 may choose between:

Achieving the appropriate regulatory body approved unit qualifications for internal quality assurance/verification

OR

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these quality assurance/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. 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 IQAs/IVs hold a relevant qualification

IQAs/IVs 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. IQAs'/IVs' experience and knowledge could be verified by:

- o curriculum vitae and references
- o possession of a relevant qualification
- o 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 quality assurers/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 an appropriate qualification in assessment of competence

8.4 The Assessor should have the following:

Assessment Competence

Either:

8.4.1

- a Hold or be working towards an appropriate qualification in assessment of competence
- In England, Wales and Northern Ireland, new Assessors must achieve an appropriate qualification in assessment of competence 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 9D and/or 9DI units and be working towards achieving the units. External Verifiers will monitor progress and achievement towards the achievement of 9D and 9DI units during centre visits.

Candidates in possession of a TQFE without having an appropriate 9D and 9DI units should undertake continuing professional development to demonstrate that they are working to the appropriate 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 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. 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 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 E: Asset Skills Evidence Requirements

In order to provide consistency across awarding organisations and centres, the following guidance has been developed.

The units which make up these qualifications may specify which documentation needs to be produced in some of the assessment criteria. This is however not always entirely clear and there should be some allowance for the ways in which different cleaning organisations work.

The primary source of evidence must be in the workplace. It is recommended that the assessment is holistic where possible and evidence should be referenced across all the units where it fits. The evidence provided must demonstrate that competency is consistent, reliable and repeatable. Evidence can be identified in the portfolio rather than having to appear in full but should be made available in a format that meets the quality assurance requirements of the awarding organisation.

Where items of evidence are confidential it is acceptable to remove information which allows individuals or organisations to be identified. Gaps can be filled by the use of personal statements and professional discussion

Simulation/realistic working environment

This should be used only as a last resort and where allowed. See the Principles of Assessment for a full definition of a realistic working environment. It is, however, unlikely that this will be necessary for this qualification.

Evidence of performance

In order to provide consistency across awarding organisations and centres the following guidance has been developed. This document gives guidance on the acceptable types of evidence. **It does not mean that evidence must be provided or each type allowed.**

The list overleaf gives suggested examples of the types of evidence which may be used to evidence performance.

Observation

Materials developed by the candidate

Documents used regularly and completed to implement activities

Project materials specific to the candidate

Visual or audio records specific to the individual candidate

Staffing structures

Staff development and training records, including PDRs and training records

Risk assessments

Contract compliance documentation

Work schedules and rotas

Notes/minutes of meetings (formal and informal)

Resource requirement reviews

Customer feedback/complaint/dissatisfaction records

Reporting structures

Building plans

Action plans

Health and safety records

Emergency systems

Monitoring reports

Correspondence, emails and memos

Personal statements

Witness statements

Organisational policies and procedures

Professional discussion

Publications Code BA034960 February 2013

**For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.com**

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121**