

# Entry Level 3 and Levels 1 to 3 Qualifications in Practical Cleaning Skills (7139- 01/02/03/04/10/11/12/13)

October 2017 Version 5.1



## Qualifications at a glance

<b>Subject area</b>	Cleaning and Environmental Services
<b>City &amp; Guilds number</b>	7139
<b>Age group approved</b>	Varies. Pre 16, 16-18, 19+
<b>Assessment</b>	Portfolio
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
<b>Entry level</b>		
Entry Level 3 Award in Practical Cleaning Skills (Clean and maintain bathrooms)	7139-01	<b>600/5215/6</b>
Entry Level 3 Award in Practical Cleaning Skills (Clean and maintain washrooms)	7139-01	<b>600/5236/3</b>
Entry Level 3 Award in Practical Cleaning Skills (Prepare, Dry Sweep and Damp Mop Floor surfaces)	7139-01	<b>600/5235/1</b>
Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean furniture fixtures and fittings)	7139-01	<b>600/5233/8</b>
Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean interior walls and windows)	7139-01	<b>600/5219/3</b>
Entry Level 3 Award in Practical Cleaning Skills (Prepare and suction clean floor surfaces)	7139-01	<b>600/5237/5</b>
Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean stairs and landings)	7139-01	<b>600/8580/0</b>
<b>Level 1</b>		
Level 1 Award in Practical Cleaning Skills (Prepare and clean hard floor surfaces using machinery)	7139-02	<b>600/5234/X</b>
Level 1 Award in Practical Cleaning Skills (Prepare, spray clean and buff floor surfaces)	7139-02	<b>600/5218/1</b>
Level 1 Award in Practical Cleaning Skills (Clean and dispose of bodily fluids, spillages and hazardous items)	7139-02	<b>600/5443/8</b>
Level 1 Award in Practical Cleaning Skills (Prepare and clean refuse chutes)	7139-02	<b>600/8305/0</b>

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 1 Award in Practical Cleaning Skills (Prepare, clean and service guestrooms and public areas)	7139-02	<b>600/8581/2</b>
Level 1 Award in Practical Cleaning Skills (Prepare and clean a food area and appliances)	7139-02	<b>600/8582/4</b>
Level 1 Award in Practical Cleaning Skills (Prepare to work in the cleaning industry)	7139-02	<b>601/0766/2</b>
Level 1 Award in Practical Cleaning Skills (Prepare to clear and clean internal and external waste storage areas)	7139-02	<b>601/0767/4</b>
Level 1 Award in Practical Cleaning Skills (Prepare and clean external surfaces of IT equipment)	7139-02	<b>601/0770/4</b>
<b>Level 2</b>		
Level 2 Award in Practical Cleaning Skills (Prepare, strip and apply emulsion floor polish)	7139-03	<b>600/8309/8</b>
Level 2 Award in Practical Cleaning Skills (Green cleaning methods and practices)	7139-03	<b>601/0768/6</b>
Level 2 Award in Practical Cleaning Skills (Prepare and pressure clean porous or non-porous surfaces)	7139-03	<b>601/0769/8</b>
Level 2 Award in Practical Cleaning Skills (Prepare and carry out cosmetic cleaning of carpets)	7139-03	<b>601/1019/3</b>
Level 2 Award in Practical Cleaning Skills (Prepare and deep clean carpets)	7139-03	<b>601/0774/1</b>
<b>Level 3</b>		
Level 3 Award in Practical Cleaning Skills (Conduct auditing processes in cleaning)	7139-04	<b>601/0775/3</b>
Level 3 Award in Practical Cleaning Skills (Training of cleaning operatives)	7139-04	<b>601/0735/2</b>
Level 3 Award in Practical Cleaning Skills (Introduction to Team Leading)	7139-04	<b>601/0736/4</b>
<b>New qualifications for October 2014</b>		
Entry Level 3 Award in Practical Cleaning Skills	7139-10	<b>601/4239/X</b>
Level 1 Award in Practical Cleaning Skills	7139-11	<b>601/4262/5</b>
Level 1 Certificate in Practical Cleaning Skills	7139-12	<b>601/4263/7</b>
Level 2 Certificate in Practical Cleaning Skills	7139-13	<b>601/4264/9</b>

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 Apr 2013	Additional Single Unit Qualifications added	<b>Structure / Units</b>
2.1 Apr 2013	Amended age criteria statement and subject area	<b>At a glance/centre requirements</b>
3.0 July 2013	Added Units 115 to 124 to handbook and structure	<b>Structure / Units</b>
4.0 October 2014	Added new qualifications and units 125 and 126	<b>Throughout</b>
5.0 September 2017	Added new units 127 and 128 Amended Rocs for POS -11,12 and 13 to include new units	<b>Structure / Units</b>
5.1 October 2017	Added TQT and GLH details	<b>Structure</b>



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# 1 Introduction

This Qualification Handbook tells you what you need to do to deliver the qualifications in Practical Cleaning Skills.

Area	Description
Who are the qualifications for?	<p>These qualifications have been prepared to enable assessment of competency of people working in the cleaning industry. Learners undertaking the assessment may be considered fully competent in the assessed task.</p> <p>They are ideal for people wishing to enter the cleaning industry, and for organisations wishing to ensure a standard of cleaning operations.</p> <p>We have designed four new qualifications which are as follows:</p> <p><b>7139-10 Entry Level Award in Practical Cleaning Skills (601/4239/X)</b></p> <p><b>7139-11 Level 1 Award in Practical Cleaning Skills (601/4262/5)</b></p> <p><b>7139-12 Level 1 Certificate in Practical Cleaning Skills (601/4263/7)</b></p> <p><b>7139-13 Level 2 Certificate in Practical Cleaning Skills (601/4264/9)</b></p> <p>These qualifications have been designed to attract maximum funding in accordance with new Skills Funding Agency (SFA) funding principles which came into force earlier this year.</p>
What do the qualifications cover?	<p>The competency covers a variety of tasks relevant to modern cleaning operations, from cleaning bathrooms and washrooms to buffing floors and cleaning hazardous items.</p>
Are these qualifications part of a framework?	<p>No</p>

What opportunities for progression are there?

They provide the opportunity to progress to qualifications such as:

- Level 2 Award, Certificate or Diploma in Cleaning Principles
- Level 1 or 2 Award, Certificate or Diploma on Cleaning and Support Services
- Level 1 Award or Certificate in Introduction to the Facilities Industry
- Level 3 Award, Certificate and Diploma in Cleaning Supervision Skills
- Level 3 Certificate in Facilities Management Practice



## Structure

To achieve the **Entry Level 3 Award in Practical Cleaning Skills (Clean and maintain bathrooms)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
R/503/9890	101	Clean and maintain bathrooms	3

To achieve the **Entry Level 3 Award in Practical Cleaning Skills (Clean and maintain washrooms)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/503/9891	102	Clean and maintain washrooms	3

To achieve the **Entry Level 3 Award in Practical Cleaning Skills (Prepare, Dry Sweep and Damp Mop Floor surfaces)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/503/9892	103	Prepare, dry sweep and damp mop floor surfaces	3

To achieve the **Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean furniture fixtures and fittings)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
M/503/9900	105	Prepare and clean furniture fixtures and fittings	3

To achieve the **Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean interior walls and windows)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
F/503/9903	106	Prepare and clean interior walls and windows	3

To achieve the **Entry Level 3 Award in Practical Cleaning Skills (Prepare and suction clean floor surfaces)**, learners must achieve **2** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/503/9909	108	Prepare and suction clean floor surfaces	2

To achieve the **Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean stairs and landings)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
A/504/7532	110	Prepare and clean stairs and landings	3

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare and clean hard floor surfaces using machinery)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/503/9893	104	Prepare and clean hard floor surfaces using machinery	3

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare, spray clean and buff floor surfaces)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
R/503/9906	107	Prepare, spray clean and buff floor surfaces	3

To achieve the **Level 1 Award in Practical Cleaning Skills (Clean and dispose of bodily fluids, spillages and hazardous items)**, learners must achieve **2** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/503/9908	109	Clean and dispose of bodily fluids, spillages and hazardous items	2

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare and clean refuse chutes)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
L/504/7535	112	Prepare and clean refuse chutes	3

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare, clean and service guestrooms and public areas)**, learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/504/7537	113	Prepare, clean and service guestrooms and public areas	4

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare and clean a food area and appliances)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/504/7541	114	Prepare and clean a food area and appliances	3

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare to work in the cleaning industry)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
L/505/3433	115	Prepare to work in the cleaning industry	3

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare to clear and clean internal and external waste storage areas)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
J/505/3446	116	Prepare to clear and clean internal and external waste storage areas	3

To achieve the **Level 1 Award in Practical Cleaning Skills (Prepare and clean external surfaces of IT equipment)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/505/3454	119	Prepare and clean external surfaces of IT equipment	3

To achieve the **Level 2 Award in Practical Cleaning Skills (Prepare, strip and apply emulsion floor polish)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
J/504/7534	111	Prepare, strip and apply emulsion floor polish	4

To achieve the **Level 2 Award in Practical Cleaning Skills (Green cleaning methods and practices)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
R/505/3448	117	Green cleaning methods and practices	3

To achieve the **Level 2 Award in Practical Cleaning Skills (Prepare and pressure clean porous or non-porous surfaces)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
R/505/3451	118	Prepare and pressure clean porous or non-porous surfaces	3

To achieve the **Level 2 Award in Practical Cleaning Skills (Prepare and carry out cosmetic cleaning of carpets)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/505/3502	120	Prepare and carry out cosmetic cleaning of carpets	3

To achieve the **Level 2 Award in Practical Cleaning Skills (Prepare and deep clean carpets)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/505/3503	121	Prepare and deep clean carpets	3

To achieve the **Level 3 Award in Practical Cleaning Skills (Conduct auditing processes in cleaning)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/505/3504	122	Conduct auditing processes in cleaning	3

To achieve the **Level 3 Award in Practical Cleaning Skills (Training of cleaning operatives)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
A/505/3508	123	Training of cleaning operatives	3

To achieve the **Level 3 Award in Practical Cleaning Skills (Introduction to Team Leading)**, learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
T/505/3510	124	Introduction to Team Leading	3

## New qualifications for October 2014.

To achieve the **Entry Level 3 Award in Practical Cleaning Skills**, learners must achieve **6** credits from the optional units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Optional</b>			
R/503/9890	101	Clean and maintain bathrooms	3
Y/503/9891	102	Clean and maintain washrooms	3
D/503/9892	103	Prepare, dry sweep and damp mop floor surfaces	3
M/503/9900	105	Prepare and clean furniture fixtures and fittings	3
F/503/9903	106	Prepare and clean interior walls and windows	3
H/503/9909	108	Prepare and suction clean floor surfaces	2
A/504/7532	110	Prepare and clean stairs and landings	3



To achieve the **Level 1 Award in Practical Cleaning Skills**, learners must achieve **6** credits from the optional units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Optional</b>			
H/503/9893	104	Prepare and clean hard floor surfaces using machinery	3
R/503/9906	107	Prepare, spray clean and buff floor surfaces	3
D/503/9908	109	Clean and dispose of bodily fluids, spillages and hazardous items	2
L/504/7535	112	Prepare and clean refuse chutes	3
Y/504/7537	113	Prepare, clean and service guestrooms and public areas	4
D/504/7541	114	Prepare and clean a food area and appliances	3
L/505/3433	115	Prepare to work in the cleaning industry	3
J/505/3446	116	Prepare to clear and clean internal and external waste storage areas	3
H/505/3454	119	Prepare and clean external surfaces of IT equipment	3
N/A	127	Controlling dermatitis and skin reactions within the cleaning industry	3
N/A	128	Infection control in the cleaning industry	3

To achieve the **Level 1 Certificate in Practical Cleaning Skills**, learners must achieve **3** credits from the mandatory unit and **12** credits from the optional units (**maximum** of 4 credits from the entry level 3 or level 2 units).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
L/505/3433	115	Prepare to work in the cleaning industry	3
<b>Entry level 3 optional units</b>			
R/503/9890	101	Clean and maintain bathrooms	3
Y/503/9891	102	Clean and maintain washrooms	3
D/503/9892	103	Prepare, dry sweep and damp mop floor surfaces	3
M/503/9900	105	Prepare and clean furniture fixtures and fittings	3

F/503/9903	106	Prepare and clean interior walls and windows	3
H/503/9909	108	Prepare and suction clean floor surfaces	2
A/504/7532	110	Prepare and clean stairs and landings	3
<b>Level 1 optional units</b>			
H/503/9893	104	Prepare and clean hard floor surfaces using machinery	3
R/503/9906	107	Prepare, spray clean and buff floor surfaces	3
D/503/9908	109	Clean and dispose of bodily fluids, spillages and hazardous items	2
L/504/7535	112	Prepare and clean refuse chutes	3
Y/504/7537	113	Prepare, clean and service guestrooms and public areas	4
D/504/7541	114	Prepare and clean a food area and appliances	3
J/505/3446	116	Prepare to clear and clean internal and external waste storage areas	3
H/505/3454	119	Prepare and clean external surfaces of IT equipment	3
N/A	127	Controlling dermatitis and skin reactions within the cleaning industry	3
<b>Level 2 optional units</b>			
J/504/7534	111	Prepare, strip and apply emulsion floor polish	4
R/505/3448	117	Green cleaning methods and practices	3
R/505/3451	118	Prepare and pressure clean porous or non-porous surfaces	3
Y/505/3502	120	Prepare and carry out cosmetic cleaning of carpets	3
D/505/3503	121	Prepare and deep clean carpets	3
N/A	128	Infection control in the cleaning industry	3

To achieve the **Level 2 Certificate in Practical Cleaning Skills**, learners must achieve **3** credits from the mandatory unit and **12** credits from the optional units (**maximum** of 3 credits from the level 1 or level 3 optional units).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
L/505/3433D	115	Prepare to work in the cleaning industry	3
<b>Level 1 optional units</b>			
N/A	127	Controlling dermatitis and skin reactions within the cleaning industry	3
<b>Level 2 optional units</b>			
J/504/7534	111	Prepare, strip and apply emulsion floor polish	4
R/505/3448	117	Green cleaning methods and practices	3
R/505/3451	118	Prepare and pressure clean porous or non-porous surfaces	3
Y/505/3502	120	Prepare and carry out cosmetic cleaning of carpets	3
D/505/3503	121	Prepare and deep clean carpets	3
M/505/6812	125	Prepare, clean and dispose of bodily fluids at a trauma scene	3
T/505/6813	126	Prepare and remove hazardous items at a trauma scene	3
N/A	128	Infection control in the cleaning industry	3
<b>Level 3 optional units</b>			
H/505/3504	122	Conduct auditing processes in cleaning	3
A/505/3508	123	Training of cleaning operatives	3
T/505/3510	124	Introduction to Team Leading	3

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Entry Level 3 Award in Practical Cleaning Skills (Clean and maintain bathrooms)	24	30
Entry Level 3 Award in Practical Cleaning Skills (Clean and maintain washrooms)	24	30
Entry Level 3 Award in Practical Cleaning Skills (Prepare, Dry Sweep and Damp Mop Floor surfaces)	21	30
Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean furniture fixtures and fittings)	24	30
Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean interior walls and windows)	24	30
Entry Level 3 Award in Practical Cleaning Skills (Prepare and suction clean floor surfaces)	16	20
Entry Level 3 Award in Practical Cleaning Skills (Prepare and clean stairs and landings)	21	30
Entry Level 3 Award in Practical Cleaning Skills	42	60
Level 1 Award in Practical Cleaning Skills (Prepare and clean hard floor surfaces using machinery)	22	30
Level 1 Award in Practical Cleaning Skills (Prepare, spray clean and buff floor surfaces)	24	30
Level 1 Award in Practical Cleaning Skills (Clean and dispose of bodily fluids, spillages and hazardous items)	16	20
Level 1 Award in Practical Cleaning Skills (Prepare and clean refuse chutes)	24	30
Level 1 Award in Practical Cleaning Skills (Prepare, clean and service guestrooms and public areas)	25	40
Level 1 Award in Practical Cleaning Skills (Prepare and clean a food area and appliances)	24	30

Level 1 Award in Practical Cleaning Skills (Prepare to work in the cleaning industry)	30	30
Level 2 Award in Practical Cleaning Skills (Prepare, strip and apply emulsion floor polish)	26	40
Level 2 Award in Practical Cleaning Skills (Green cleaning methods and practices)	18	30
Level 2 Award in Practical Cleaning Skills (Prepare and carry out cosmetic cleaning of carpets)	16	30
Level 2 Award in Practical Cleaning Skills (Prepare and deep clean carpets)	23	30
Level 3 Award in Practical Cleaning Skills (Conduct auditing processes in cleaning)	25	30
Level 3 Award in Practical Cleaning Skills (Training of cleaning operatives)	18	30
Level 1 Award in Practical Cleaning Skills	34	60
Level 1 Certificate in Practical Cleaning Skills	99	150
Level 2 Certificate in Practical Cleaning Skills	89	150



## 2 Centre requirements

### Approval

Centres offering the following qualifications will be automatically approved to deliver Practical Cleaning Skills:

- 7612 Introduction to the Facilities Industry
- 7695 Cleaning Principles
- 7648 Cleaning and Support Services

Any centres not currently delivering these qualifications will be required to complete the full qualification approval process.

### Resource requirements

#### Physical resources and site agreements

Centres must provide sufficient physical resource to be able to properly assess the learner's ability to complete the specified task. Simulated working environments are acceptable provided learners have sufficient space to undertake the task and assessors are able to view the task as it is completed.

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Any equipment, systems and machinery must meet relevant industry standards and be capable of being used under normal working conditions.

#### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered.
- have recent relevant experience in the specific area they will be assessing.
- have credible experience of providing training.

Holding a relevant qualification is not essential but is recommended, for example the Level 2 Certificate in Cleaning & Support Service Skills.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Candidate entry requirements**

There are no candidate entry requirements.

### **Age restrictions**

The Practical Cleaning Skills qualifications can be delivered to the 14+, 16-18 and 19+ age range please refer to the Ofqual register for specific details <http://register.ofqual.gov.uk/>.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification[s].
- any units they have already completed, or credit they have accumulated which is relevant to the qualification[s].
- the appropriate type and level of qualification[s].

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.





## 4 Assessment

### Assessment of the qualification

All of the units are stand alone awards and as such a practical observation will need to be completed in full for each individual award undertaken. Assessors/tutors must ensure that they have read and understood both the generic assessor guidance and the unit specific assessor guidance before commencement of the task by the learner.

An assessment pack has been produced which has individual practical observation check lists and an observation feedback sheet which must be completed and accompany the practical observation check lists.

The learners will be assessed internally and evidence must be available for the Qualification Consultant.

Candidates must:

- have a completed practical observation check list with the addition of a completed feedback sheet for each unit

City & Guilds has written the following assessments to use with this qualification:

- assignments



## 5 Units

### Availability of units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance (where applicable).

<b>UAN:</b>	R/503/9890
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about cleaning bathrooms and includes following the correct procedures selecting equipment and preparing cleaning agents for use It is also about replacing stock and supplies and checking if your equipment needs replacing.

<b>Learning outcome</b>
The learner will: 1. be able to clean bathrooms
<b>Assessment criteria</b>
The learner can: 1.1 prepare the work area for cleaning: a. select and display hazard warning signs b. ventilate area 1.2 wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.3 select and check equipment and cleaning agents 1.4 clean bathroom <b>appliances</b> and <b>fixtures and fittings</b> using correct equipment and cleaning agents in line with manufacturers' instructions 1.5 clean surrounding <b>surfaces</b> using correct equipment and cleaning agents in line with manufacturers' instructions 1.6 dispose of cleaning solutions in an environmentally friendly manner 1.7 handle customers personal property following organisational standards 1.8 empty waste bins and leave clean and ready for use 1.9 separate <b>types of waste</b> into appropriate <b>containers</b> for collection 1.10 clean and dry equipment and materials after use 1.11 check equipment and report any damage to the appropriate member of staff 1.12 store equipment and materials in cleaning cupboards 1.13 secure cleaning cupboards 1.14 wash and dry hands 1.15 remove hazard warning signs 1.16 close ventilation.

<b>Range</b>
<p><b>Prepare the work area</b> Remove large debris, remove furniture, protect surrounding areas.</p> <p><b>PPE</b> Uniform, gloves, closed in shoes, plastic disposable apron.</p> <p><b>Equipment</b> Colour coded dry and damp mop, cloths, buckets, abrasive pads, toilet brush and holder, bottle brush, tweezers.</p> <p><b>Cleaning agents</b> Hard surface cleaner, toilet cleaner, neutral detergent.</p> <p><b>Appliances</b> Basins, toilets, bathtubs, spa baths, Showers/shower heads.</p> <p><b>Fixtures and fittings</b> Taps, plug holes, towel rails, radiators, toilet roll holders, soap dishes, cosmetic lighting, handles.</p> <p><b>Surfaces</b> Floors, walls and mirrors, wash basin surround, doors, plastic and ceramic.</p> <p><b>Types of waste</b> Hazardous Non-hazardous: recyclable, non-recyclable.</p> <p><b>Containers</b> Plastic bags (colour coded), rigid containers, sharp bins, litter bins.</p>

<b>Learning outcome</b>
The learner will: 2. be able to maintain bathrooms
<b>Assessment criteria</b>
The learner can: 2.1 check bathroom <b>stock and supplies</b> following organisational standards 2.2 replenish bathroom stock and supplies following organisational standards 2.3 report stock shortages and damaged fixtures and fittings to the appropriate member of staff.

<b>Range</b>
<p><b>Stock and supplies</b> Toilet rolls, paper hand towels, tissues, consumables, complimentary pack.</p>

# Unit 101            Clean and maintain bathrooms

## Supporting information

### **Guidance**

High levels of personal hygiene are essential and it is also important to prevent cross-contamination by using colour coded equipment

**hand washing procedures:** hands should be washed before and after cleaning, using running hot/cold water, soap and dried with paper towels

## Unit 102

## Clean and maintain washrooms

<b>UAN:</b>	Y/503/9891
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about cleaning washrooms and includes following the correct procedures for entering the washroom selecting equipment and preparing cleaning agents for use It is also about replacing stock and supplies and checking if your equipment needs replacing.

<b>Learning outcome</b>
The learner will: 1. be able to clean washrooms
<b>Assessment criteria</b>
The learner can: 1.1 <b>prepare the work area</b> and self for cleaning a. select and display hazard warning signs b. ventilate area 1.2 wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.3 select and check equipment and cleaning agents 1.4 clean <b>washrooms</b> using correct method, equipment and cleaning agents in line with manufacturers' instructions 1.5 clean surrounding <b>surfaces</b> and <b>fixtures and fittings</b> using correct equipment and cleaning agents in line with manufacturers' instructions 1.6 empty waste bins and leave clean and ready for use 1.7 separate <b>types of waste</b> into appropriate <b>containers</b> for collection 1.8 dispose of cleaning solutions in an environmentally friendly manner 1.9 clean and dry equipment and materials after use 1.10 check equipment and report any damage to the appropriate member of staff 1.11 store equipment and materials in cleaning cupboards 1.12 secure cleaning cupboards 1.13 wash and dry hands 1.14 remove hazard warning signs 1.15 close ventilation.

<b>Range</b>
<p><b>Prepare the work area</b> Remove large debris, remove furniture, protect surrounding areas.</p> <p><b>PPE</b> Uniform, gloves, closed in shoes, plastic disposable apron.</p> <p><b>Equipment</b> Colour coded mop, long handled dry sweeper, dust pan and brush, cloths, buckets, non- abrasive pads, toilet brush and holder.</p> <p><b>Cleaning agents</b> Hard surface cleaner, toilet cleaner, neutral detergent.</p> <p><b>Washrooms</b> WCs, urinals, wash basin.</p> <p><b>Surfaces</b> Floors, walls and mirrors, wash basin and surround, doors, fixtures and fittings.</p> <p><b>Fixtures and fittings</b> Taps, plug holes, towel rails, radiators, toilet roll holders, soap dishes, cosmetic lighting, handles, wash basin overflow.</p> <p><b>Types of waste</b> Hazardous Non-hazardous: recyclable, non-recyclable.</p> <p><b>Containers</b> Plastic bags (colour coded), rigid containers, sharp bins, litter bins.</p>

<b>Learning outcome</b>
The learner will: 2. be able to maintain washrooms
<b>Assessment criteria</b>
The learner can: 2.1 check washroom <b>stock and supplies</b> following organisational standards 2.2 replenish washroom stock and supplies following organisational standards 2.3 report stock shortages and damaged fixtures/fittings to the appropriate member of staff.

<b>Range</b>
<p><b>Stock and supplies</b> Disposable: toilet rolls, paper hand towels. Consumable: liquid soap, soap bars, hand creams, roller towels.</p>

## **Unit 102            Clean and maintain washrooms**

### Supporting information

#### **Guidance**

High levels of personal hygiene are essential and it is also important to prevent cross-contamination by using colour coded equipment

**hand washing procedures:** hands should be washed before and after cleaning, using running hot/cold water, soap and dried with paper towels



## Unit 103

## Prepare, dry sweep and damp mop floor surfaces

<b>UAN:</b>	D/503/9892
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about cleaning floor surfaces using manual equipment It covers the selection of suitable equipment and cleaning agents.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to dry sweep and damp mop floor surfaces
<b>Assessment criteria</b>
The learner can: 1.1 select, check and wear correct <b>PPE</b> for the task 1.2 prepare work area for cleaning: a. ventilate area b. select and display hazard warning signs 1.3 select, check and safely assemble the <b>equipment</b> .

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes, hat, disposable overalls goggles. Prepare work area: remove furniture remove large debris, protect surrounding areas.
<b>Prepare work area</b> Remove large debris, remove furniture, protect surrounding areas.
<b>Equipment</b> Dry sweeper, mop, suction cleaner, single/double mop bucket, dust pan and brush, hard/soft sweeping brush.

<b>Learning outcome</b>
The learner will: 2. be able to dry and sweep floor surfaces and reinstate the area
<b>Assessment criteria</b>
The learner can: 2.1 dry sweep floor surfaces using correct method and <b>equipment</b> 2.2 clean and test equipment after use 2.3 store equipment in cleaning cupboards 2.4 secure cleaning cupboards 2.5 remove hazard warning signs 2.6 close ventilation 2.7 return furniture to its original position.

<b>Range</b>
<b>Equipment</b> Dry sweeper, suction cleaner, dust pan and brush, hard/soft sweeping brush.

<b>Learning outcome</b>
The learner will: 3. be able to damp mop floor surfaces using cleaning solutions and reinstate the area
<b>Assessment criteria</b>
The learner can: 3.1 select cleaning agents using correct <b>dilution rates</b> 3.2 damp mop floor surfaces using correct method and <b>equipment</b> 3.3 dispose of cleaning solutions in an environmentally friendly manner 3.4 clean and dry equipment and materials after use 3.5 check equipment for wear and tear 3.6 store equipment and materials in cleaning cupboards 3.7 secure cleaning cupboards 3.8 remove hazard warning signs 3.9 close ventilation 3.10 return furniture to original position.

<b>Range</b>
<b>Dilution rates</b> Following manufacturer's instructions, pelican pumps scoops, fluid measurement tablets, sachets, automatic dosage machines.
<b>Equipment</b> Different types of mops, single/double mop buckets.

# **Unit 103            Prepare, dry sweep and damp mop floor surfaces**

Supporting information

## **Guidance**

**AC2.1** Using correct method: Clean edges first and then use figure of 8 action working towards the door. (refer to logbook)

## Unit 104

## Prepare and clean hard floor surfaces using machinery

<b>UAN:</b>	H/503/9893
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about the preparation and maintenance of floor surfaces using electrical equipment.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to clean hard floor surfaces
<b>Assessment criteria</b>
The learner can: 1.1 select, check and wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning: a. ventilate area b. select and display hazard warning signs c. remove furniture 1.3 select, check and safely assemble <b>equipment</b> .

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes, hat, disposable plastic apron, goggles.
<b>Prepare work area</b> Remove furniture, remove large debris, protect surrounding areas.
<b>Equipment</b> Rotary floor machine, scrubbing machine and wet suction machine, machine scrubbing, brush/ abrasive pads, bucket, cloths, circuit breaker, edging tool, damp mop and bucket, dust pan and brush, dry/mop sweeper, scrubbing brush disc/pads, suction cleaner.

<b>Learning outcome</b>
The learner will: 2. be able to scrub and dry floor surfaces using an electrical machine and reinstate the area
<b>Assessment criteria</b>
The learner can: 2.1 select cleaning agents using correct <b>dilution rates</b> 2.2 use the correct method to scrub the floor 2.3 use the correct method to dry the floor 2.4 clean and test <b>equipment</b> 2.5 store equipment and materials in cleaning cupboards 2.6 secure cleaning cupboards 2.7 remove hazard warning signs 2.8 close ventilation 2.9 return furniture to its original position.

<b>Range</b>
<b>Dilution rates</b> Following manufacturer's instructions, pelican pumps scoops, fluid measurement tablets, sachets, automatic dosage machines.
<b>Equipment</b> Rotary floor machine, scrubbing machine and wet suction machine, machine scrubbing , brush/ abrasive pads, bucket, cloths, circuit breaker, edging tool, damp mop and bucket, dust pan and brush, dry/mop sweeper, scrubbing brush disc/pads, suction cleaner.

<b>Learning outcome</b>
The learner will: 3. be able to scrub and dry floor surfaces using a battery operated machine and reinstate the area
<b>Assessment criteria</b>
The learner can: 3.1 select cleaning agents using correct <b>dilution rates</b> 3.2 use the correct method to scrub the floor 3.3 use the correct method to dry the floor 3.4 clean and test <b>equipment</b> 3.5 charge equipment in a secure designated area 3.6 store equipment in cleaning cupboards 3.7 secure cleaning cupboards 3.8 remove hazard warning signs 3.9 close ventilation 3.10 return furniture to its original position.

**Range****Dilution rates**

Following manufacturer's instructions, pelican pumps scoops, fluid measurement tablets, sachets, automatic dosage machines.

**Equipment**

Battery charger, rotary floor machine, scrubbing machine and wet suction machine, machine scrubbing brush/abrasive pads, bucket, cloths, circuit breaker, edging tool, damp mop and bucket, dust pan and brush, dry/mop sweeper, scrubbing brush disc/pads, suction cleaner.

# **Unit 104            Prepare and clean hard floor surfaces using machinery**

Supporting information

## **Guidance**

**AC 2.3, 2.4, 3.3, 3.4** - Correct method for scrubbing: edges first, overlapping, systematic and working towards the door

## Unit 105

## Prepare and clean furniture fixtures and fittings

<b>UAN:</b>	M/503/9900
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about cleaning furniture fixtures and fittings using the correct techniques of dusting, damp wiping, polishing and washing.

<b>Learning outcome</b>
The learner will: 1. be able to prepare for cleaning furniture fixtures and fittings
<b>Assessment criteria</b>
The learner can: 1.1 select, check and wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning: a. ventilate area b. select and display hazard warning signs 1.3 select, check and safely assemble the correct <b>cleaning equipment</b> for the task.

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes, hat, disposable plastic apron. Prepare work area: remove furniture remove large debris, protect surrounding areas.
<b>Prepare work area</b> Remove large debris, remove furniture, protect surrounding areas.
<b>Cleaning equipment</b> Dusters, static mitten, buckets, cloths, measuring apparatus, aerosol or trigger spray, furniture polish, cleaning agent, plastic sheeting, high dusting tool.



**Learning outcome**

The learner will:

2. be able to clean furniture fixtures and fittings and reinstate the area

**Assessment criteria**

The learner can:

- 2.1 prepare cleaning solutions using correct **dilution rates**
- 2.2 use appropriate **methods** to clean different types of surface and soiling
- 2.3 dispose of cleaning solutions in an environmentally friendly manner
- 2.4 clean used **equipment**
- 2.5 store equipment in cleaning cupboards
- 2.6 secure cleaning cupboards
- 2.7 return area to its original state.

**Range****Dilution rates**

Following manufacturer's instructions, pelican pumps scoops, fluid measurement tablets, sachets, automatic dosage machines, dusting.

**Methods**

Dusting, damp dusting and polishing, washing.

**Equipment**

Dusters, static mitten, buckets, cloths, measuring apparatus, aerosol or trigger spray, furniture polish, cleaning agent, plastic sheeting, high dusting tool.

# Unit 105      Prepare and clean furniture fixtures and fittings

## Supporting information

### Guidance

Equipment should be colour coded to avoid cross contamination especially in high risk areas

**AC2.2 3** items of hard furniture, fixtures or fittings one to be cleaned using dusting method, one by damp dusting and polishing, one by washing

## Unit 106

## Prepare and clean interior walls and windows

<b>UAN:</b>	F/503/9903
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about being able to clean interior windows and walls and reinstating the area afterwards It covers preparing the work area selecting the correct equipment and diluting cleaning agents.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to clean interior walls and windows
<b>Assessment criteria</b>
The learner can: 1.1 select check and wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning: a. ventilate area b. select and display hazard warning signs c. use plastic sheeting /dust covers to protect other surfaces d. cover electrical services to prevent entry of water 1.3 select, check and safely assemble the correct <b>cleaning equipment</b> for the task.

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes, hat, disposable overalls goggles.
<b>Prepare work area</b> Remove large debris, remove furniture, remove dust, protect surrounding areas.
<b>Cleaning equipment</b> Bucket, chamois leather, squeegee, extension poles, step ladder, applicator, scraper or non abrasive pad, measuring container, scrim, sponge, cloths, dust covers/plastic sheeting, masking tape, high dusting tool.

<b>Learning outcome</b>
The learner will: 2. be able to clean interior windows and reinstate the area
<b>Assessment criteria</b>
The learner can: 2.1 prepare cleaning solutions using correct <b>dilution rates</b> 2.2 use <b>correct equipment</b> to gain access to areas out of reach 2.3 clean windows using correct <b>cleaning equipment</b> 2.4 dispose of cleaning solutions in an environmentally friendly manner 2.5 clean and test used equipment 2.6 store equipment in cleaning cupboards 2.7 secure cleaning cupboards 2.8 return area to its original state.

<b>Range</b>
<b>Dilution rates</b> Following manufacturer's instructions, pelican pumps, scoops, fluid measurement tablets, sachets, automatic dosage machines.
<b>Correct equipment</b> Extension pole, step ladder, kick stool step.
<b>Cleaning equipment</b> Bucket, chamois leather, squeegee, extension poles, step ladder, applicator, scraper or non abrasive pad, measuring container, scrim, sponge, cloths, dust covers/plastic sheeting, masking tape, high dusting tool.

<b>Learning outcome</b>
The learner will: 3. be able to clean interior walls and reinstate area
<b>Assessment criteria</b>
The learner can: 3.1 prepare cleaning solutions using correct <b>dilution rates</b> 3.2 use <b>correct equipment</b> to gain access to areas out of reach 3.3 clean walls using correct cleaning equipment 3.4 dispose of cleaning solutions in an environmentally friendly manner 3.5 clean and test used equipment 3.6 store equipment in cleaning cupboards 3.7 secure cleaning cupboards 3.8 return area to its original state.

**Range****Dilution rates**

Following manufacturer's instructions, pelican pumps, scoops, fluid measurement tablets, sachets, automatic dosage machines.

**Correct equipment**

Extension pole, step ladder, kick stool step.

**Walls**

Ceramic, stainless steel, painted, porous and non-porous

**Cleaning equipment**

Bucket, chamois leather, squeegee, applicator, scraper or non abrasive pad, measuring container, scrim, sponge, cloths, dust covers/plastic sheeting, masking tape, high dusting tool.

## Unit 107

## Prepare, spray clean and buff floor surfaces

<b>UAN:</b>	R/503/9906
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about being able to prepare spray clean and buff floor surfaces using the correct electrical or battery operated cleaning equipment and cleaning agents. It is also about using the correct method safely and efficiently for cleaning the floor.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to spray clean and buff floor surfaces
<b>Assessment criteria</b>
The learner can: 1.1 select, check and wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning: a. ventilate area b. select and display hazard warning signs 1.3 select, check and safely assemble the correct <b>equipment</b> for the task.

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes, hat, disposable overalls.
<b>Prepare work area</b> Remove large debris, remove furniture, protect surrounding areas.
<b>Equipment</b> Rotary floor machine, buffing machine, suction cleaner, circuit breaker, polishing brush/pads, drive disc and spray clean pad or spray clean brush, hand spray or spray fitted to machine, dry sweeper, cloth.

<b>Learning outcome</b>
The learner will: 2. be able to spray clean floor surfaces and reinstate the area
<b>Assessment criteria</b>
The learner can: 2.1 prepare cleaning solutions using correct <b>dilution rates</b> 2.2 spray clean floor surfaces using correct cleaning <b>equipment</b> 2.3 dispose of cleaning solutions in an environmentally friendly manner 2.4 dry sweep floor surfaces using correct method and equipment 2.5 clean and test used <b>equipment</b> 2.6 store equipment in cleaning cupboards 2.7 secure cleaning cupboards 2.8 return area to its original state.

<b>Range</b>
<b>Dilution rates</b> Following manufacturer's instructions, pelican pumps, scoops, fluid measurement tablets, sachets, automatic dosage machines.
<b>Equipment</b> Rotary floor machine, drive disc and spray, clean pad or spray clean brush, hand spray or spray fitted to machine, mop sweeper, suction cleaner, cloth, bucket, circuit breaker.
<b>Equipment</b> Dry sweeper, dust pan and brush.

<b>Learning outcome</b>
The learner will: 3. be able to buff and dry sweep floor surfaces and reinstate the area
<b>Assessment criteria</b>
The learner can: 3.1 buff floor surfaces using correct <b>equipment</b> and technique moving the machine: a. from side to side b. backwards and forwards c. in overlapping passes 3.2 dry sweep floor surfaces using correct method and <b>equipment</b> 3.3 clean and test equipment 3.4 store equipment in cleaning cupboards 3.5 secure cleaning cupboards 3.6 remove hazard warning signs 3.7 close ventilation 3.8 return furniture to its original position.

<b>Range</b>
<b>Equipment</b> Buffing /rotary floor machine, polishing brush/pads, circuit breaker.
<b>Equipment</b> Dry sweeper, dust pan and brush.



## Unit 108

## Prepare and suction clean floor surfaces

<b>UAN:</b>	H/503/9909
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about being able to prepare and suction clean a floor surface in a systematic way and reinstate the area afterwards.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to suction clean floor surfaces
<b>Assessment criteria</b>
The learner can: 1.1 select, check and wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning: a. ventilate area b. select and display hazard warning signs 1.3 select, check and safely assemble the correct <b>equipment</b> for the task.

<b>Range</b>
<b>PPE</b> Uniform, closed in shoes, hat.
<b>Prepare work area</b> Remove furniture, remove large debris, protect surrounding areas.
<b>Equipment</b> Suction cleaner and attachments, stiff hand brush, dustpan and brush, circuit breaker, plastic sacks, litter pickers, vacuum bag or cylinder.

<b>Learning outcome</b>
The learner will: 2. be able to suction clean floor surfaces and reinstate area
<b>Assessment criteria</b>
The learner can: 2.1 suction clean around the edges of <b>floor surfaces</b> using correct <b>equipment</b> 2.2 suction clean <b>floor surfaces</b> using correct technique moving the machine: a. backwards and forwards b. in overlapping passes 2.3 clean and test used <b>equipment</b> after use 2.4 check equipment and report any damage to the appropriate member of staff 2.5 store <b>equipment</b> in cleaning cupboard 2.6 secure cleaning cupboard 2.7 return area to its original state.

<b>Range</b>
<b>Floor surfaces</b> Soft and hard floors.
<b>Equipment</b> Suction cleaner and attachments, stiff hand brush, dustpan and brush circuit breaker, vacuum bag or cylinder.

# **Unit 108            Prepare and suction clean floor surfaces**

Supporting information

## **Guidance**

**AC2.1** Correct method – backwards and forwards in overlapping passes

**AC 2.7** Definition

Reinstate: To return the area to original state.

## Unit 109

# Clean and dispose of bodily fluids, spillages and hazardous items

<b>UAN:</b>	D/503/9908
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about using safe practices to remove bodily fluids and hazardous items The area must be cleaned immediately to avoid infection.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to clean bodily fluids spillages and hazardous items
<b>Assessment criteria</b>
The learner can: 1.1 select check and wear correct <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning: a. ventilate area b. select and display hazard warning signs c. isolate the area 1.3 select, check and safely assemble the correct <b>cleaning equipment</b> for the task.

<b>Range</b>
<b>PPE</b> Uniform, disposable gloves, closed in shoes, hat, plastic disposable apron face mask.
<b>Prepare work area</b> Remove furniture, remove large debris, protect surrounding areas.
<b>Cleaning equipment</b> Clinical waste bags, sharps box, body fluids spillage kit, cloths, paper roll, scraper, bucket, mop, cleaning agent, tweezers.

<b>Learning outcome</b>
The learner will: 2. be able to remove and clean bodily fluids spillages and hazardous items
<b>Assessment criteria</b>
The learner can: 2.1 identify and remove bodily fluids and <b>hazardous items</b> using correct <b>equipment</b> 2.2 prepare cleaning solutions using correct <b>dilution rates</b> 2.3 clean area using correct equipment and cleaning solutions.

<b>Range</b>
<b>Hazardous items</b> Wound dressings, needles, razor blades, sanitary towels, condoms.
<b>Equipment</b> Clinical waste bags, sharps box, body fluids spillage kit, cloths, paper roll, scraper, bucket, mop, cleaning agent, tweezers.
<b>Dilution rates</b> Following manufacturer's instructions, pelican pumps scoops, fluid measurement tablets, sachets, automatic dosage machines.

<b>Learning outcome</b>
The learner will: 3. be able to dispose of bodily fluids and hazardous items and reinstate area
<b>Assessment criteria</b>
The learner can: 3.1 dispose of bodily fluids and <b>hazardous items</b> 3.2 dispose of cleaning solutions 3.3 check, clean and dry <b>equipment</b> and materials after use 3.4 check equipment for wear and tear 3.5 store equipment and materials in cleaning cupboard 3.6 secure cleaning cupboard 3.7 wash and dry hands 3.8 remove hazard warning signs and barriers 3.9 close ventilation.

<b>Range</b>
<b>Hazardous items</b> Wound dressings, needles, razor blades, sanitary towels, condoms.
<b>Equipment</b> Clinical waste bags, sharps box, body fluids spillage kit, cloths, paper roll, scraper, bucket, mop, cleaning agent, tweezers.

## **Unit 109            Clean and dispose of bodily fluids, spillages and hazardous items**

### Supporting information

#### **Guidance**

equipment used for removing body fluids / hazardous items should not be used for any other task

Only one item from bodily fluids and hazardous items to be assessed

PPE disposable apron and gloves must be worn

Ref book Cleaning ISBN 978-0435501-20-4

**hand washing procedures:** hands should be washed before and after cleaning, using running hot/cold water, soap and dried with paper towels

## Unit 110

## Prepare and clean stairs and landings

<b>UAN:</b>	A/504/7532
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit allows the learner to prepare for and clean stairs and landings as well as reinstating the area afterwards. It covers preparing the work area selecting the correct equipment, materials and methods for the task.

<b>Learning outcome</b>
The learner will: 1. be able to prepare for the cleaning of stairs and landings
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>PPE</b> (Personal Protective Equipment) required for cleaning stairs and landings 1.2 check and wear PPE for the task 1.3 prepare work area for cleaning by doing the following: a. ventilate area b. select and display hazard warning signs 1.4 identify <b>equipment</b> required for cleaning stairs and landings 1.5 select, check and safely prepare equipment for the task.

<b>Range</b>
<b>PPE</b> Uniform, disposable gloves, closed in shoes
<b>Equipment</b> Colour coded cloths, buckets, spray bottle, cleaning agents, dust control mop, broom, plastic sacks, waste container litter pickers, dustpan and brush, colour coded mopping equipment, suction cleaner and attachments.

<b>Learning outcome</b>
The learner will: 2. be able to clean landings and stairs

**Assessment criteria**

The learner can:

- 2.1 identify large debris found on landings and stairs
- 2.2 remove large debris from stairs and landings
- 2.3 identify **loose soil** found on landings and stairs
- 2.4 remove loose soil from stairs and landing **surfaces** using correct method
- 2.5 dispose of soil and debris as appropriate for general waste
- 2.6 identify the correct method for cleaning handrails
- 2.7 clean handrails using correct method
- 2.8 identify the correct method for cleaning surfaces on stairs and landings
- 2.9 clean surfaces on stairs and landings using correct method.

**Range****Loose soil**

dust, grit, dried mud

**Surfaces**

Hard surfaces

Soft surfaces.

**Learning outcome**

The learner will:

3. be able to reinstate area

**Assessment criteria**

The learner can:

- 3.1 identify used disposable equipment and dirty solutions
- 3.2 dispose of used disposable equipment and dirty solutions
- 3.3 clean and check **equipment**
- 3.4 identify a secure storage area to return equipment
- 3.5 return equipment to a secure storage area
- 3.6 remove warning signs and return area to its original state.

**Range****Equipment**

Colour coded cloths, buckets, spray bottle, cleaning agents, dust control mop, broom, plastic sacks, waste container litter pickers, dustpan and brush, colour coded mopping equipment, suction cleaner and attachments.



# Unit 110 Prepare and clean stairs and landings

## Supporting information

### Guidance

**Correct equipment** may vary by location; assessor will have to make professional judgment as to suitability.

**Correct method** may vary by location and floor type; assessor will have to make professional judgment as to suitability.

**AC3.3** To return the area to original state- any furniture previously removed from the area should be put back in its original position when floor is dry.

**AC2.1 and 2.3** These criteria will be assessed through question/discussion while observing the learner carrying out the activity, the results must be recorded on the assessment sheet

## Unit 111

## Prepare, strip and apply emulsion floor polish

<b>UAN:</b>	J/504/7534
<b>Level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about the preparation of hard floor surfaces, stripping of worn emulsion polish film and application of new coats of emulsion polish. It includes following the correct procedures, selecting and checking equipment, preparing stripping agents for use and identifying that the stripped floor is in a suitable condition to receive new polish.

<b>Learning outcome</b>
The learner will: 1. be able to prepare for the stripping and application of emulsion floor polish
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>PPE</b> (Personal Protective Equipment) required for stripping and applying emulsion floor polish 1.2 check and wear PPE for the task 1.3 prepare work area for cleaning by doing the following: a. ventilate area b. select and display hazard warning signs c. remove furniture d. remove dust and loose debris e. protect adjacent surfaces 1.4 identify <b>equipment</b> required for stripping and applying emulsion floor polish 1.5 check and safely prepare equipment for the task 1.6 identify the stripping agent and interpret manufacturer's instructions 1.7 dilute stripping agent according to manufacturer's instructions.
<b>Range</b>
<b>PPE</b> Uniform, disposable gloves, closed in shoes

**Equipment**

Alkaline stripping agent, rotary floor machine, wet suction machine, machine scrubbing brush/ abrasive pads, circuit breaker, colour coded mopping equipment, edging tool & pad, scraper, hand bucket, cloths, protective plastic sheeting, dry mop sweeper, dust pan and brush, suction cleaner, hazard warning signs.

**Learning outcome**

The learner will:

2. be able to strip emulsion floor polish

**Assessment criteria**

The learner can:

- 2.1 identify manufacturer's instructions for applying stripping agent
- 2.2 apply stripping agent to floor according to manufacturer's instructions
- 2.3 use **equipment** to scrub the stripping agent
- 2.4 use equipment to remove soiled stripping agent
- 2.5 identify when a floor is in **suitable condition** after using stripping agent
- 2.6 interpret manufacturer's instructions for rinsing floors
- 2.7 identify used disposable equipment and dirty solutions
- 2.8 dispose of used disposable equipment and dirty solutions
- 2.9 clean and check equipment
- 2.10 identify a secure storage area to return equipment
- 2.11 return equipment to a secure storage area.

**Range****Equipment**

Alkaline stripping agent, rotary floor machine, wet suction machine, machine scrubbing brush/ abrasive pads, circuit breaker, colour coded mopping equipment, edging tool & pad, scraper, hand bucket, cloths, protective plastic sheeting, dry mop sweeper, dust pan and brush, suction cleaner, hazard warning signs

**Suitable condition**

mark free, old emulsion floor polish removed.

<b>Learning outcome</b>
The learner will: 3. be able to apply emulsion floor polish and reinstate area
<b>Assessment criteria</b>
The learner can: 3.1 check the floor is dry 3.2 identify manufacturer’s instructions for applying emulsion floor polish 3.3 apply emulsion floor polish according to manufacturer’s instructions 3.4 identify used disposable equipment and dirty solutions 3.5 dispose of used disposable equipment and solutions 3.6 clean and check <b>equipment</b> 3.7 identify a secure storage area to return equipment 3.8 return equipment to a secure storage area 3.9 remove warning signs and return area to its original state.

<b>Range</b>
<b>Equipment</b> Emulsion floor polish, polish application equipment, hazard warning signs.

# Unit 111      Prepare, strip and apply emulsion floor polish

## Supporting information

### Guidance

**L01 - 3** Correct equipment may vary by location; assessor will have to make professional judgment as to suitability.

**AC3.3** Emulsion should be applied smoothly and evenly, operative should always be standing on a dry surface.

**L03** Reinstate: To return the area to original state- all furniture previously removed from the area should be put back in its original position

## Unit 112

## Prepare and clean refuse chutes

<b>UAN:</b>	L/504/7535
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit allows the learner to prepare for and clean refuse chutes found in high-rise apartment buildings as well as reinstating the area afterwards. Learners will need to inform interested parties before preparing the work area to be cleaned, selecting the correct equipment and PPE, apply the required methods for cleaning refuse chutes and follow workplace instructions for disposing waste cleaning solutions and slurry.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to clean refuse chutes
<b>Assessment criteria</b>
The learner can: 1.1 inform all interested parties that the chute needs to be cleaned 1.2 identify <b>PPE</b> (Personal Protective Equipment) required for cleaning refuse chutes 1.3 check and wear PPE for the task 1.4 prepare work area for cleaning by doing the following:- a. select and display hazard <b>warning signs</b> b. lock all chute access points c. inspect the chute for any <b>obstructions</b> d. inspect chute exit for waste container e. select, check and safely prepare the correct equipment for the task 1.5 describe the types of debris that may block a chute and the appropriate <b>equipment</b> to remove it 1.6 identify who to refer problematic obstructions to.

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes, toe protector footwear, waterproof clothing, mask
<b>Warning signs</b> barriers, tapes, ropes and suitable signage
<b>Obstructions</b> Full waste bags, cardboard boxes, household furniture, and general waste
<b>Equipment</b> Waste, water, collection tank, extension poles, Broom, litter picker, shovel, clapperboards, litter spike, sharps bin, scrapper, refuse sacks, bin liners, pressure washer plus attachments, circuit breaker, rods and attachments, waste bins, waste skips.

<b>Learning outcome</b>
The learner will: 2. be able to clean refuse chutes
<b>Assessment criteria</b>
The learner can: 2.1 identify the correct <b>equipment</b> for removing soilage from chutes 2.2 identify which manufacturer instructions and health and safety regulations ensure safe working practices 2.3 unlock the chute access point using appropriate equipment 2.4 clean the interior of the chute following work place procedures 2.5 clean the interior and exterior chute access points using appropriate equipment 2.6 remove any cleaning solutions or other debris using appropriate equipment and leave area in a safe condition.

<b>Range</b>
<b>Equipment</b> Rods, jetting equipment, broom, dust pan and brush, shovel, sharps bin, colour coded mops and buckets, scrapper, squeegee, refuse sacks, bin liners, pressure washer plus attachments, circuit breaker, hose pipe and attachments, wet/dry pick-up, deck scrubber, scrubbing brush, extension poles, alkaline detergent, de-greasant, cleaner disinfectant

**Learning outcome**

The learner will:

3. be able to reinstate area

**Assessment criteria**

The learner can:

- 3.1 ensure the chute is in a **suitable condition**
- 3.2 follow workplace instructions and use appropriate **equipment** for disposing waste cleaning solutions and slurry
- 3.3 place **waste storage containers** in their correct positions
- 3.4 identify used **disposable equipment**
- 3.5 dispose of used disposable equipment
- 3.6 clean and check equipment
- 3.7 identify a secure storage area to return equipment
- 3.8 return equipment to a secure storage area
- 3.9 remove warning signs
- 3.10 unlock all chute access points.

**Range****Suitable condition**

Dry, free of loose and compacted waste

**Waste storage Containers**

Plastic bags, waste storage skips, waste storage bins

**Disposable equipment**

Mops, cloths, cleaning solutions

**Equipment**

Waste water collection tank, dust pan and brush, broom, litter picker shovel, clapperboards, litter spike, sharps bin, colour coded mops and buckets, scrapper, squeegee, refuse sacks, bin liners, pressure washer plus attachments, circuit breaker, hose pipe and attachments, rods and attachments, wet/dry pick-up deck scrubber, scrubbing brush, Alkaline detergent, de-greasant detergent water.



## **Unit 112            Prepare and clean refuse                                  chutes**

### Supporting information

#### **Guidance**

**L01:**Select check and wear correct PPE - may vary by location and type of compacted waste is found; assessor will have to make professional judgment as to suitability.

**L01-3:**Correct equipment may vary by location and type of compacted waste is found; assessor will have to make professional judgment as to suitability.

**L02:**Assessor will need to make a professional judgment as to the number of floors the chute must be cleaned before moving on to 3.1

## Unit 113

## Prepare, clean and service guestrooms and public areas

<b>UAN:</b>	Y/504/7537
<b>Level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about the preparation of equipment, cleaning and servicing guest rooms and public areas and ensuring these areas are returned to their original state against the order of work and brand standard. It includes following the correct procedures, selecting and checking equipment, being aware of lone work policy and separating and removing recyclable waste. This should be completed in conjunction with unit 101, 102, 103, 104, 105, 106, 108, 109.

<b>Learning outcome</b>
The learner will: 1. be able to prepare for cleaning and servicing guest rooms and public areas
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>PPE</b> (Personal Protective Equipment) required for cleaning <b>guest rooms</b> and public areas 1.2 check and wear PPE for the task 1.3 prepare guest rooms and <b>public areas</b> for cleaning by doing the following: a. comply with correct <b>entry and working procedures</b> b. ventilate area c. select and display hazard warning signs 1.4 identify <b>equipment</b> required for cleaning guest rooms and public areas 1.5 check and safely prepare equipment, <b>cleaning agents, consumables</b> and <b>linen</b> for cleaning and servicing guest rooms and public areas

<p><b>Range</b></p> <p><b>PPE</b> Uniform, gloves, closed in shoes, apron</p> <p><b>Guest rooms:</b> Bedroom, executive rooms</p> <p><b>Public areas:</b> Cloakroom, corridor, entrance, hallway/ lobby, passenger lift, eating and drinking areas, seating area stairway/ramps/steps</p> <p><b>Entry and working procedures</b> Pass key/security card, knock loudly, door open/shut depending on workplace policy.</p> <p><b>Equipment</b> Colour coded dry and damp mop, cloths, buckets, abrasive pads, brushes, vacuum cleaner, manual carpet sweeper</p> <p><b>Cleaning agents</b> Hard surface cleaner, neutral detergent or specialist cleaning agents where appropriate glass cleaner metal cleaner polish</p> <p><b>Consumables</b> Newspapers, magazines, toilet paper, towels, soap, plants, flowers laundry bag, promotional material copies of room and restaurant menus tissues amenities</p> <p><b>Linen</b> Towels, bed linen, table linen.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. be able to clean and service guest rooms and public areas</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 strip bed of all <b>linen</b>, clean and make bed</p> <p>2.2 identify manufacturer’s instructions for cleaning <b>appliances</b> and <b>fixtures and fittings</b></p> <p>2.3 clean appliances, fixtures and fittings using <b>equipment</b> and <b>cleaning agents</b> in line with manufacturers’ instructions</p> <p>2.4 identify manufacturer’s instructions for cleaning <b>surfaces</b></p> <p>2.5 clean surrounding surfaces using equipment and cleaning agents in line with manufacturers’ instructions</p> <p>2.6 service <b>public areas</b> and <b>guest rooms</b> in line with organisation’s standards and requirements</p> <p>2.7 describe the importance of following the Lone Worker policy.</p>

<p><b>Range</b></p> <p><b>Linen</b> Towels, bed linen</p> <p><b>Appliances</b> Beds, TV, lamps, remote control, telephone, switches, air conditioning</p> <p><b>Fixtures and fittings</b> radiators, cosmetic lighting, handles, pictures, Curtain rails/pelmets, headboards, luggage rack, air vent, doors, fridges</p> <p><b>Equipment</b> Colour coded dry and damp mop, cloths, buckets, abrasive pads, brushes, vacuum cleaner, high level dusting equipment</p> <p><b>Cleaning agents</b> Hard surface cleaner, neutral detergent, specialist cleaning agent, glass cleaner, metal cleaner, polish</p> <p><b>Surfaces</b> Hard and soft floors walls and mirrors, wash basin and surround, doors, fixtures and fittings, plastic and ceramic, cushions curtains and fabrics, metal ,glass, furniture</p> <p><b>Guest rooms:</b> Bedroom, executive rooms</p> <p><b>Public areas:</b> Cloakroom, corridor, entrance, hallway/ lobby, passenger lift, eating and drinking areas, seating area stairway/ramps/steps</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. be able to reinstate guest rooms and public areas</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 identify used disposable <b>equipment</b> and <b>cleaning agents</b></p> <p>3.2 dispose of used disposable equipment and cleaning agents</p> <p>3.3 empty waste bins and leave clean and ready for use</p> <p>3.4 identify types of <b>recyclable waste</b> that need separating and removing</p> <p>3.5 separate and remove recyclable waste</p> <p>3.6 replenish room <b>consumables</b></p> <p>3.7 restore room <b>accessories</b></p> <p>3.8 remove and place dirty <b>linen</b> in linen chute or bags for collection</p> <p>3.9 identify a secure storage area to return equipment</p> <p>3.10 clean, check and return equipment to secure storage area</p>

- 3.11 remove hazard signs, close window if opened and return area to original state
- 3.12 comply with correct **exit procedures**
- 3.13 describe the correct procedures for dealing with lost property.

### **Range**

#### **Equipment**

Colour coded dry and damp mop, cloths, buckets, abrasive pads, brushes, vacuum cleaner, high level dusting equipment

#### **Cleaning agents**

Hard surface cleaner, neutral detergent, specialist cleaning agent, glass cleaner, metal cleaner, polish

#### **Recyclable waste**

Glass, paper, plastic

#### **Consumables**

Newspapers, magazines, toilet paper, towels, soap, plants, flowers, promotional /marketing material, Notepads, pens pencils amenities, bin liners

#### **Accessories**

Hangers, Umbrellas, Laundry lists, hairdryer iron and ironing board, towelling robes, slippers

#### **Linen**

Towels, bed linen, table linen

#### **Exit procedures**

Pass key/card is removed, door closed securely, 'Welcome' sign displayed on television screen, security if room has to be left in case of fire.

# Unit 113 Prepare, clean and service guestrooms and public areas

## Supporting information

### Guidance

**AC 1.1 PPE** may vary by location and grade/brand of facility; assessor will have to make professional judgment as to suitability

**AC 1.2 Service guest rooms/public areas** may vary by location and grade/brand of facility; assessor will have to make professional judgment as to suitability/appropriateness

Replenishment of current newspapers, magazines  
Removal of waste  
Checking of floral displays

**AC 1.3 Correct equipment and cleaning agents consumables and linen** may vary by location and grade of facility; assessor will have to make professional judgment as to suitability.

**AC2.1 Appliances fixtures and fittings** may vary by location and grade of facility; assessor will have to make professional judgment as to suitability. Cleaning must be done to the brand standard and **order of work** which covers

- Occupied room with bathroom
- Unoccupied room with bathroom
- Study bedroom uncarpeted
- Spring clean

**AC 2.2 Surfaces** may vary by location and grade of facility; assessor will have to make professional judgment as to suitability. Could include removal of bodily fluids, stripping and polishing floors using machinery, shampooing carpets, cleaning and stain removal of upholstery

**AC 2.3 Service bathrooms/washrooms** may vary by location and grade/brand of facility; assessor will have to make professional judgment as to suitability/appropriateness

Clean to dirty cleaning, sorting of towels (avoiding unnecessary laundry), respect of customer wishes (towels, occupied rooms) wipe down tiles, clean shower curtain/ screen or remove if dirty dust cupboards/shelves  
remove debris

**AC 2.3 Service of guest rooms/bedrooms** may vary by location and grade/brand of facility; assessor will have to make professional judgment as to suitability/appropriateness

Strip and remake beds to brand standard sorting of linen (collecting clean linen, separating dirty linen, avoiding cross-contamination) in acceptable order of work or according to organisation's requirements Removal of waste Check curtains for stains Dust and wipe down doors

Dust skirting Check walls for stains marks Desk area dusted drawers clean and free from debris clean mirror vacuum chair and cushion dust all tables replace notepad pens Dust headboard, lamps, phone, TV

#### **AC 2.4 Lone worker policy**

Certain roles within the cleaning industry involve working alone on empty premises. Although there are no specific regulations regarding lone working, it is covered by the Health and Safety at Work Act 1974 and the Management of Health and Safety Regulation 1999. Employers should have established policies and procedures in place for lone workers

## Unit 114

## Prepare and clean a food area and appliances

<b>UAN:</b>	D/504/7541
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about cleaning a food area and appliances including associated appliances that require cleaning. It includes following correct procedures/instructions, selecting appropriate cleaning equipment, preparing cleaning agents for use, cleaning appliances, fixtures, fittings and surfaces, and returning a food area to its original state.

<b>Learning outcome</b>
The learner will: 1. be able to prepare for cleaning a food area and appliances
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>PPE</b> (Personal Protective Equipment) required for cleaning a food area and appliances 1.2 check and wear PPE (Personal Protective Equipment) for the task 1.3 prepare work area <b>safely</b> and <b>hygienically</b> for cleaning by doing the following: a. ventilate area b. select and display hazard warning signs c. remove and store food items d. turn off /isolate kitchen appliances as appropriate 1.4 identify <b>equipment</b> and cleaning agents required for cleaning a food area and appliances 1.5 check and prepare equipment and <b>cleaning agents</b> for the task 1.6 identify sources of <b>food contamination</b>

<b>Range</b>
<b>Food contamination</b> Food pests, waste, equipment, cleaning agents, cleaning operative
<b>PPE</b>



Uniform, gloves, closed in shoes, apron

**Safely**

Use of correct PPE, identify and deal with hazards (broken glass, hot liquids, spillages, trips and slips, broken equipment), report hazards to supervisor

**Hygienically**

Personal hygiene, e.g. hands and nails, jewellery, cosmetics, hand washing procedures, cross contamination, reporting health conditions including diarrhoea and vomiting

**Equipment**

Colour coded , cloths, buckets, abrasive pads

**Cleaning agents**

Hard surface cleaner, neutral detergent, sanitiser, glass cleaner.

**Learning outcome**

The learner will:

- 2. be able to clean a food area and appliances safely and hygienically

**Assessment criteria**

The learner can:

- 2.1 identify manufacturer’s instructions for cleaning **appliances** and **fixtures and fittings**
- 2.2 clean appliances, using equipment and cleaning agents in line with manufacturers’ instructions
- 2.3 clean fixtures and fittings using **equipment** and **cleaning agents** in line with manufacturers’ instructions
- 2.4 identify manufacturer’s instructions for cleaning **surfaces**
- 2.5 clean surrounding surfaces using equipment and cleaning agents in line with manufacturers’ instructions.

**Range**

**Appliances**

Sinks, hand wash basin, cooking equipment, vending equipment, servery equipment , fridges/freezers, dishwashers

**Fixtures and fittings**

Taps, plug holes, shelves, shutters, tables, storage cupboards, towel holders, soap

**Equipment**

Colour coded dry and damp mop, cloths, buckets, abrasive pads

**Cleaning agents**

Hard surface cleaner, neutral detergent, sanitiser, glass cleaner, degreasing detergent

**Surfaces**

walls, work surfaces, doors, plastic, ceramic, glass, stainless steel

### **Learning outcome**

The learner will:

3. be able to reinstate a food area and appliances

### **Assessment criteria**

The learner can:

- 3.1 identify used disposable **equipment** and **cleaning agents**
- 3.2 dispose of used disposable equipment and cleaning agents
- 3.3 empty waste bins and replace bin liners where required
- 3.4 leave waste bin clean and ready for use
- 3.5 identify types of **recyclable waste** that needs separating and removing
- 3.6 clean and check equipment
- 3.7 identify a secure storage area to return equipment
- 3.8 return equipment to secure storage area
- 3.9 remove warning signs and return area to its original state.

### **Range**

#### **Equipment**

Colour coded dry and damp mop, cloths, buckets, abrasive pads

#### **Cleaning agents**

Hard surface cleaner, neutral detergent, sanitiser, glass cleaner, degreasing detergent

#### **Recyclable waste**

Glass, paper, plastic, cardboard, food, oil

# **Unit 114            Prepare and clean a food area and appliances**

## Supporting information

### **Guidance**

Assessors will need to provide guidance on which equipment is likely to require switching off or isolating, the emphasis is likely to be on establishment practice.

There are likely to be food related appliances in situ and part of the cleaning process may be just superficially rather than a deep clean, for example wiping fridge doors, kettle

The use of the word hygienically is to ensure food items on work surfaces are not removed & placed on a floor etc

## Unit 115

## Prepare to work in the cleaning industry

<b>UAN:</b>	L/505/3433
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about how to prepare yourself and your work area.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare self and work area
<b>Assessment criteria</b>
The learner can: 1.1 select and check condition of <b>PPE</b> for faults 1.2 state to whom <b>PPE</b> faults should be reported 1.3 wear correct Personal Protective Equipment ( <b>PPE</b> ) for the <b>job</b> 1.4 maintain <b>personal appearance</b> that follows company requirements 1.5 list correct hand washing procedures 1.6 Prepare work area for cleaning: a. place hazard warning signs b. ventilate area

<b>Range</b>
<b>PPE</b> Uniform, gloves, disposable gloves, closed in shoes, safety shoes and boots, plastic aprons, goggles, masks, hats, disposable overalls, ear defenders.
<b>Job</b> Cleaner, porter, housekeeper, laundry worker, caretaker, refuse collector, premises officer, room attendant
<b>Personal appearance</b> Uniforms should be clean, tidy, washed and ironed, no jewellery, long hair tied back

**Prepare work area**

remove large debris, remove furniture

**Learning outcome**

The learner will:

2. Know the requirements for disposal and storage of personal protective equipment

**Assessment criteria**

The learner can:

- 2.1 state how to **dispose** of used **personal protective equipment (PPE)**
- 2.2 state the importance of disposing used **personal protective equipment** correctly
- 2.3 State the importance of checking PPE after use
- 2.4 State the importance of cleaning and storing PPE correctly

**Range****Dispose**

Incineration, clinical waste, laundering

**PPE**

Uniform, gloves, disposable gloves closed in shoes, safety shoes and boots, plastic aprons, goggles, masks, hats, disposable overalls, ear defenders

**Learning outcome**

The learner will:

3. be able to prepare cleaning agents and materials safely

**Assessment criteria**

The learner can:

- 3.1 select correct cleaning agents according to
  - a. Type of dirt
  - b. Type of surface
- 3.2 check cleaning agents are within expiry dates before use
- 3.3 state to whom expired cleaning agents should be reported
- 3.4 use relevant data and risk assessment sheets to prepare cleaning solutions
- 3.5 use a range of **dilution rates** for cleaning agents

**Range****Dilution rates**

following manufacturer's instructions, Pelican pumps, scoops, fluid measurement, tablets, sachets, automatic dosage machines,

<b>Learning outcome</b>
The learner will: 4. be able to dispose of and store cleaning agents and materials safely
<b>Assessment criteria</b>
The learner can: 4.1 dispose of cleaning solutions in an environmentally friendly manner 4.2 clean <b>containers</b> after use 4.3 check and <b>store cleaning materials</b> correctly 4.4 state to whom shortage of cleaning materials should be reported 4.5 state the importance of keeping cleaning cupboards clean, tidy and well ventilated 4.6 lock and secure cleaning cupboards

<b>Range</b>
<b>Containers</b> spray bottle, hand held bucket, floor bucket, tank attachment from machinery
<b>Store cleaning materials</b> labelling, colour code, frequency of use, storage of cleaning agents to prevent chemical reaction, stock used

<b>Learning outcome</b>
The learner will: 5. be able to use equipment and machines safely
<b>Assessment criteria</b>
The learner can: 5.1 select correct equipment for the job 5.2 check each <b>part of the machine</b> is clean and working safely 5.3 explain the purpose of a circuit breaker 5.4 apply <b>safe working practices</b> using relevant risk assessment and manufacturers instruction sheets 5.5 state <b>potential hazards</b> whilst working

<b>Range</b>
<b>Part of the machine</b> plugs, leads, float, valves, batteries, wheels, brakes, sirens, horns, lights, indicators and cut-out switches, casings, filters, tanks, tools, brushes, squeegee-blades, valves
<b>Safe working practices</b> cable position, electricity supply i.e. on/off switch on wall socket, on/off switch on equipment, cut out switches, start, rest and finish position of the machine, control of machine, correct lifting and handling, correct positioning

# Unit 115 Prepare to work in the cleaning industry

## Supporting information

### Guidance

**Ventilate** – Open the windows to ventilate immediate work area to allow fresh air to eliminate odours and potential fumes from the use of chemicals. Leaving doors open so floor surfaces can dry more quickly

**Position** – Ensure entry and exit points are kept clear and frequently used and heavy equipment is easily accessible.

**Chemical reaction** – Combination of certain chemical agents may give off toxic fumes that can be harmful to health. If certain chemical agents are spilt or mixed they may become corrosive / ineffective.

**Correct lifting and handling technique** – Refer to manual handling regulations, check the Health and Safety Executive (HSE) website.

**AC 1. 5 hand washing procedures:** hands should be washed before and after cleaning, using running hot/cold water, soap and dried with paper towels

**AC1.1 Faults:** torn/dirty uniform, broken goggle straps, ear defenders not fitting, ripped gloves etc.

### 4.5 Importance:

To prevent musty smells, drying of equipment, and bacteria growth

To maintain chemicals in good condition and maintain temperatures

## Unit 116

## Prepare to clear and clean internal and external waste storage areas

<b>UAN:</b>	J/505/3446
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about the preparation of equipment, cleaning and removing debris from internal and external waste storage areas and bins and ensuring the area is left in a suitable condition. It includes following the correct procedures, selecting and checking equipment, removing obstructions and identifying which manufacturer instructions and health and safety regulations ensure safe working practices for clearing waste.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to clear waste from internal and external waste storage areas
<b>Assessment criteria</b>
The learner can: 1.1 select, check and wear <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning by doing the following: a. select and display hazard warning signs b. remove <b>obstructions</b> 1.3 select, check and safely prepare the <b>equipment</b> for the task

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes, toe protector footwear, waterproof clothing, Hi- visibility clothing, mask
<b>Obstructions</b> Waste bins, waste skips, re-cycling bins, mobile street furniture, full waste bags, cardboard boxes, household furniture



### Equipment

Dust pan and brush, broom, litter picker, shovel, clapperboards, litter spike, sharps bin, colour coded mops and buckets, scraper, squeegee, refuse sacks, bin liners, circuit breaker, hose pipe and attachments, rods and attachments, wet/dry pick-up, deck scrubber, scrubbing brush, Alkaline detergent, de-greasant detergent, appropriate cleaning agent, water.

### Learning outcome

The learner will:

2. be able to clear and clean internal and external waste storage areas

### Assessment criteria

The learner can:

- 2.1 identify which manufacturer instructions and health and safety regulations ensure safe working practices for clearing waste
- 2.2 identify the **equipment** required for removing dust and loose debris
- 2.3 use equipment to remove dust and loose debris and place removed waste in **waste storage containers** ready for collection
- 2.4 identify the **equipment** required for removing compacted waste
- 2.5 use **equipment** to remove compacted waste and place removed waste in **waste storage containers** ready for collection
- 2.6 ensure the area is cleaned and left in a **suitable condition**

### Range

#### Equipment

Dust pan and brush, broom, litter picker shovel, clapperboards, litter spike, sharps bin, colour coded mops and buckets, scraper, squeegee, refuse sacks, bin liners, circuit breaker, hose pipe and attachments, rods and attachments, wet/dry pick-up, deck scrubber, scrubbing brush, Alkaline detergent, de-greasant detergent, appropriate cleaning agent, water

#### Waste storage Containers

Plastic bags, waste storage skips, waste storage bins, waste storage secure rooms

#### Suitable condition

Clean, free of loose and compacted waste

### Learning outcome

The learner will:

3. be able to reinstate internal and external waste storage areas

### Assessment criteria

The learner can:

- 3.1 place **waste storage containers** in their appropriate positions

- 3.2 dispose of used **disposable equipment**
- 3.3 clean and check **equipment**
- 3.4 return **equipment** to a secure storage area
- 3.5 remove warning signs and return area to its original state.

### **Range**

#### **Waste storage containers**

Plastic bags, waste storage skips, waste storage bins, waste storage secure rooms

#### **Disposable equipment**

Mops, cloths, cleaning solutions

#### **Equipment**

Dust pan and brush, broom, litter picker shovel, clapperboards, litter spike, sharps bin, colour coded mops and buckets, scraper, squeegee, refuse sacks, bin liners, circuit breaker, hose pipe and attachments, rods and attachments, wet/dry pick-up, deck scrubber, scrubbing brush, Alkaline detergent, de-greasant detergent, appropriate cleaning agent, water.

# **Unit 116            Prepare to clear and clean internal and external waste storage areas**

## Supporting information

### **Guidance**

AC1.1 Select check and wear correct PPE - may vary by location and type of compacted waste is found; assessor will have to make professional judgment as to suitability.

AC1.3 Correct equipment - may vary by location and type of compacted waste is found; assessor will have to make professional judgment as to suitability.

AC2.1 – Remove dust and loose debris - Correct equipment may vary by location; assessor will have to make professional judgment as to suitability.

AC2.2 Correct equipment may vary by location; assessor will have to make professional judgment as to suitability.

AC3.5 Reinstatement: To return the area to original state- all waste storage containers previously

removed from the area should be put back in their correct position.

Compacted waste – residue which remains in the area after dust and loose debris has been removed.

AC1.2 (bullet point 2) If a movable obstruction is in the area to be cleaned it should be removed prior to cleaning, if no obstruction then cleaning can take place.

## Unit 117

## Green Cleaning methods and practices

<b>UAN:</b>	R/505/3448
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is aimed at learners who have an established knowledge of routine cleaning tasks. It aims to introduce green cleaning methods and practices. It is intended to be an initial unit in a range of green cleaning units for specific cleaning tasks.

<b>Learning outcome</b>
The learner will: 1. Understand green cleaning methods and practices and the effect they have on their job role
<b>Assessment criteria</b>
The learner can: 1.1 state the definition of <b>Green Cleaning</b> 1.2 describe the <b>resources</b> that are affected by a green cleaning programme 1.3 explain how the use of <b>resources</b> is affected by their job role 1.4 explain <b>green cleaning methods</b> and practices according to organisational procedures

<b>Range</b>
<b>Resources</b> Chemicals, Water, Equipment and materials, People, Energy, Waste, Pollution
<b>green cleaning methods and practices</b> cleaning and maintaining floors, dusting and cleaning internal fixtures and fittings, cleaning washrooms, cleaning glass, metal and mirrors

<b>Learning outcome</b>
The learner will: 2. Be able to conduct cleaning tasks using green cleaning methods and practices

### Assessment criteria

The learner can:

- 2.1 identify **cleaning tasks** to be performed
- 2.2 select, check and wear correct **PPE** (Personal Protective Equipment) for the task
- 2.3 prepare work area for cleaning
  - a. select and display hazard warning signs
  - b. identify if **ventilation** is required
- 2.4 conduct **cleaning tasks** using **green cleaning equipment and materials**
  - a. select, check and safely assemble equipment and materials
  - b. carry out the selected cleaning tasks
  - c. ensure all surfaces are cleaned to the required standard
  - d. remove, clean and store hazard warning signs
  - e. clean used equipment
  - f. store equipment in cleaning cupboards
  - g. secure cleaning cupboards
  - h. leave area ready for use and in a secure state

### Range

#### **PPE**

uniform, gloves, closed in shoes, apron, goggles, mask

#### **Ventilation**

open windows, open doors, air conditioning

#### **Cleaning tasks**

Floor cleaning, cleaning internal surfaces, cleaning washrooms

#### **Green cleaning equipment and materials**

Accredited Environmentally friendly chemicals, ECA (electrochemically activated) Water, Machines with eco technology, Diamond Pads, Microfibre, Hepa filter suction cleaners, Low noise equipment

# Unit 117 Green Cleaning methods and practices

## Supporting information

### Guidance

The assessor is required to understand the variances between green cleaning methods and traditional cleaning practices so that they can competently assess the practical element of this unit.

The learner is required to follow best practice when carrying out cleaning tasks

**Best Practice** - Use of the correct colour coded equipment and materials, correct methods and procedures

### Ready for use

Return any items that may have been moved in the cleaning process to original position if possible

### secure state

windows closed, doors closed

### Green Cleaning

Cleaning that protects health without harming the environment

**Chemicals:** how to use and dilute correctly, environmentally friendly chemicals

**Water:** Use appropriately

**Equipment and materials:** floor machines with eco technology, hepa filters, microfibre

**People:** Cleaning to protect the health of the cleaning operatives and the health of the occupants in the building

**Energy:** Turn off machines and lights when not in use

**Waste:** recycling, correct disposal of waste

**Pollution:** Air and Noise

AC2.4 **Green cleaning methods practices:** the learner will need to demonstrate the tasks in in a minimum of two different areas using two different green cleaning methods

**Method:** the way you would carry out green cleaning tasks

**Practices:** the policies and procedures that relate to the green cleaning tasks

**Accredited:** Green seal, eco flower.

## Unit 118

## Prepare and pressure clean porous or non-porous surfaces

<b>UAN:</b>	R/505/3451
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit allows the learner to prepare for and pressure clean porous or non-porous surfaces using either electrical or mechanical pressure washing equipment. The learner will be able to dispose of accumulated debris and detritus using approved methods.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to pressure clean porous or non porous surfaces
<b>Assessment criteria</b>
The learner can: 1.1 check with <b>appropriate person</b> that relevant permissions and authorisations are in place 1.2 identify pressure washer type and attachments appropriate for the task 1.3 select, check and wear the required <b>PPE</b> for the task 1.4 identify suitable <b>source of water</b> appropriate for the task to be performed 1.5 identify the <b>equipment</b> required for removing <b>loose debris</b> 1.6 prepare the work area for cleaning by doing the following:- a. isolate area to be cleaned using <b>appropriate method</b> b. remove <b>obstructions</b> c. remove <b>loose debris</b> and place in <b>waste storage containers</b> for removal
<b>Range</b>
<b>Appropriate person</b> Supervisor, line manager

**PPE**

Uniform, gloves, closed in shoes, toe protector footwear, waterproof clothing, mask, goggles, and water proof footwear, protective head gear

**Source of water**

tank, tap, water main

**Equipment**

Dust pan and brush, broom, litter picker shovel, clapperboards, litter spike, sharps bin

**Loose debris**

food containers, food, paper, cardboard, household furniture, and commercial waste

**Appropriate method**

Barriers, tapes, ropes and suitable signage

**Obstructions**

Waste bins, waste skips, re-cycling bins, mobile street furniture

**Waste storage Containers**

Plastic bags, waste storage skips, waste storage bins

**Learning outcome**

The learner will:

2. be able to pressure clean porous or non-porous surfaces

**Assessment criteria**

The learner can:

- 2.1 prepare pressure washer to clean area by
  - a. checking equipment is in good working order to the required safety standard
  - b. ensure equipment is set to the appropriate pressure bar for the surface to be cleaned
  - c. select and attach the appropriate wand for the task
- 2.2 pressure wash the area according to workplace procedures
- 2.3 state how the porosity of the surface to be cleaned affects how it should be pressure washed



**Learning outcome**

The learner will:

3. be able to re-instate area after pressure cleaning

**Assessment criteria**

The learner can:

- 3.1 inspect the surface to ensure it is free from **debris and detritus**
- 3.2 describe the required action to take if an area is not free from **debris and detritus** after pressure cleaning process
- 3.3 follow **authorised instructions** for disposing of waste cleaning solutions, slurry and **loose debris**
- 3.4 clean and safety check **equipment**
- 3.5 return **equipment** to a secure storage area
- 3.6 re-open area by removing warning signs
- 3.7 remove **PPE** and dispose of disposable PPE following workplace procedures

**Range****Debris and Detritus**

Lichens, mosses, chewing gum, graffiti and any other unwanted matter

**Authorised instructions**

Standard operating procedures, risk assessments, local authority instruction

**Loose debris**

food containers, food, paper, cardboard, household furniture, and commercial waste

**Equipment**

Broom, litter picker, shovel, clapperboards, sharps bin, plastic sacks, scraper, water tank, hose pipe, hose pipe connectors, mains water key, appropriate pressure cleaning wands, pressure washer

**Warning Signs**

Barriers, tapes, ropes and suitable signage

**PPE**

Uniform, gloves, closed in shoes, toe protector footwear, waterproof clothing, mask, goggles, and water proof footwear, protective head gear

# Unit 118 Prepare and pressure clean porous or non-porous surfaces

## Supporting information

### Guidance

1.1 Prior to assessing this unit it is important that the assessor is aware of any permissions or authorisation that may be required prior to the learner commencing the pressure cleaning of the agreed area. It is essential that the assessor ensures appropriate procedures and regulations are adhered to.

#### Permissions and authorisations

Any local authority authorisations in place, client order number, job number, risk assessments, permit to work.

#### Procedures and regulations.

H&S A 1974, PPE at Work Act 1999, PUWER 1998, Electricity at Work Regulations, Standard Operating Procedures, Man. Inst.

1.6 – isolate area – depending on the area to be cleaned, it must be ensured that the isolation methods are appropriate and all relevant legislation is applied.

1.7 Water feed to the pressure cleaner should be made using appropriate connectors.

2.1 The assessor must make themselves aware of any Risk Assessments or Standard Operating Procedures connected with pressure cleaning surfaces. Pressure washer should be prepared following manufactures instructions and organisational operating procedures including the correct pressure(bar) for the surface and the correct wand

#### Work place Procedures.

Standard Operating Procedures, industry recognised best practice.

3.3 The assessor must be aware of the work place instructions concerning the disposal of slurry generated by pressure washing.

3.4 Minimum safety check electrical pressure washer – PAT test plus cable and plug, minimum safety check mechanical pressure washer – see manufactures instructions

## Unit 119

## Prepare and clean external surfaces of IT equipment

<b>UAN:</b>	H/505/3454
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit aims to assist learners in adopting the correct practices for preparing and cleaning external surfaces of I.T. Equipment. It also aims to ensure learners carry out the tasks safely when cleaning sensitive equipment.

<b>Learning outcome</b>
The learner will: 1. be able to prepare to clean external surfaces of IT equipment
<b>Assessment criteria</b>
The learner can: 1.1 select, check and wear <b>PPE</b> (Personal Protective Equipment) for the task 1.2 prepare work area for cleaning a. select and display hazard warning signs 1.3 identify if <b>ventilation</b> is required prior to cleaning the work area: 1.4 Identify <b>IT equipment</b> that has been prepared for cleaning by: a. checking equipment is turned off and disconnected from the power supply b. reporting IT equipment that has not been turned off and disconnected from the power supply to the appropriate person if necessary 1.5 select, check and safely prepare the appropriate <b>cleaning equipment</b> for the task

<b>Range</b>
<b>PPE</b> uniform, gloves, closed in shoes, apron, goggles, mask
<b>Ventilation</b> open windows, open doors, air conditioning

**IT equipment**

Phones, photocopiers, PC's, keyboards, laptops, fax machines, projection equipment, mouse, headsets, speakers, printers

**Cleaning equipment**

Dustpan and brush, rubbish bag, cotton buds, tweezers, cleaning cloths, cleaning agent, disinfectant, sanitiser, sanitising wipes, can of compressed air, vacuum cleaner, computer cleaner compact

**Learning outcome**

The learner will:

2. be able to clean external surfaces of IT equipment

**Assessment criteria**

The learner can:

- 2.1 use appropriate **techniques** to clean different types of **surfaces** and soiling
- 2.2 identify the appropriate action to take if **accidental damage** occurred whilst cleaning
- 2.3 clean and untangle cords and cables from IT equipment
- 2.4 ensure all **surfaces** are left dry and free of smears

**Range****Techniques**

dusting, damp dusting, damp wiping, using cotton buds, keyboard cleaning technique

**Surfaces**

glass, metal, plastic, LCD (liquid crystal display), rubber

**Accidental damage**

spillages, breakages

**Learning outcome**

The learner will:

3. be able to reinstate the area

**Assessment criteria**

The learner can:

- 3.1 identify **used disposable equipment**, and carry out the appropriate disposal methods
- 3.2 remove, clean and store hazard warning signs in the appropriate storage area
- 3.3 clean and store used **cleaning equipment** in cleaning cupboards
- 3.4 secure cleaning cupboards
- 3.5 leave area in a **secure state**

**Range****Used disposable equipment**

cotton buds, wipes, cloths, gloves, masks, aprons, used solutions, rubbish bag

**Cleaning equipment**

Dustpan and brush, tweezers, cleaning cloths

**Secure state**

windows closed, doors closed

# Unit 119 Prepare and clean external surfaces of IT equipment

## Supporting information

### Guidance

**Please note prior to selecting this unit, all implications of cleaning sensitive IT equipment must be considered.**

**Please note that under special circumstances phones can be left on during cleaning depending on organisation requirements**

For Laptops the battery should be removed.

If Discs, CD's, memory sticks or personal effects have been left in the vicinity of the cleaning activity these should be reported appropriately and cleaning should not be carried out.

1.8 Cleaning Agent/Sanitiser: can be combined such as ECA (electro-chemically activated water) water

2.1 Keyboard cleaning technique: turn keyboard upside down and shake gently to remove loose particles

3.1 Disposal methods: All waste matter should be disposed of in an environmentally friendly manner according to organisation requirements

## Unit 120

## Prepare and carry out cosmetic cleaning of carpets

<b>UAN:</b>	Y/505/3502
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about the preparation and cosmetic / maintenance cleaning of soiled carpeted floors. It includes following the correct procedures, selecting and checking equipment, preparing cleaning agents for use and identifying the carpet fibre type and most appropriate cleaning method.

<b>Learning outcome</b>
The learner will: 1. be able to prepare for the cosmetic cleaning of carpets
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>PPE</b> (Personal Protective Equipment) required for cosmetic cleaning carpets 1.2 check and wear <b>PPE</b> for the task 1.3 prepare work area for cleaning by doing the following: a. ventilate area b. select and display hazard warning signs c. remove furniture (as necessary) 1.4 identify and dilute <b>cleaning agents</b> required for cosmetic / maintenance cleaning of carpets 1.5 dilute <b>cleaning agents</b> according to manufacturer's instructions where appropriate 1.6 assess colourfastness of carpet using all relevant <b>cleaning agents</b> where appropriate 1.7 identify <b>equipment</b> required for cosmetic / maintenance cleaning of carpets 1.8 check and safely prepare <b>equipment</b> 1.9 remove large items of litter and <b>dry particulate</b> soil prior to deep cleaning 1.10 carry out spot and stain removal and pre-treat heavily trafficked areas as necessary.

<b>Range</b>
<b>PPE</b> Uniform, gloves, closed in shoes,
<b>Cleaning agents</b> Bonnet mopping / carpet skimming detergent, low moisture carpet powder
<b>Equipment</b> Rotary floor machine, drive plate, bonnet mop / microfibre carpet pad, low moisture cylindrical brush carpet machine, suction cleaner and attachments, colour coded bucket & wringer, circuit breaker, pressure sprayer, trigger spray(s), cloths, hand scrubbing brush, dust pan and brush, pieces of card, foil or plastic, hazard warning signs
<b>Dry Particulate Soil</b> Dust, grit, dried mud, sand etc.

<b>Learning outcome</b>
The learner will: 2. be able to carry out cosmetic / maintenance carpet cleaning
<b>Assessment criteria</b>
The learner can: 2.1 use <b>equipment</b> to apply <b>cleaning agent</b> to the carpet 2.2 use <b>equipment</b> to agitate <b>cleaning agent</b> through the carpet 2.3 use <b>equipment</b> to remove soiled <b>cleaning agent</b> from the carpet

<b>Range</b>
<b>Equipment</b> Rotary floor machine, drive plate, bonnet mop / microfibre carpet pad, low moisture cylindrical brush carpet machine, suction cleaner and attachments, colour coded bucket & wringer, circuit breaker
<b>Cleaning agents</b> Bonnet mopping / carpet skimming detergent, low moisture carpet powder

<b>Learning outcome</b>
The learner will: 3. be able to reinstate area
<b>Assessment criteria</b>
The learner can: 3.1 identify used disposable equipment and dirty solutions 3.2 dispose of used disposable equipment and dirty solutions 3.3 clean and check <b>equipment</b> 3.4 identify a secure storage area to return <b>equipment</b>



- 3.5 return equipment to a secure storage area
- 3.6 return area to an acceptable condition and protect carpet from possible furniture marks where necessary identify a secure storage area to return equipment
- 3.7 identify when and why the carpet will require suction cleaning
- 3.8 remove warning signs

**Range**

**Equipment**

Rotary floor machine, drive plate, bonnet mop / microfibre carpet pad, low moisture cylindrical brush carpet machine, suction cleaner and attachments, colour coded bucket & wringer, circuit breaker, pressure sprayer, trigger spray(s), cloths, hand scrubbing brush, dust pan and brush, pieces of card, foil or plastic, hazard warning signs.

**Cleaning agents**

Hard surface cleaner, neutral detergent, sanitiser, glass cleaner, degreasing detergent

**Recyclable waste**

Glass, paper, plastic, cardboard, food, oil

# **Unit 120            Prepare and carry out cosmetic cleaning of carpets**

## Supporting information

### **Guidance**

#### **AC 1.2**

Although most carpets may be safely cleaned using one or either of the methods detailed in this unit assessor will still have to make professional judgment as to suitability

#### **AC 2.7**

Correct equipment may vary by location; assessor will have to make professional judgment as to suitability.

#### **AC 4.7**

Carpets should be protected if furniture is being returned to its original position whilst carpet is still damp

## Unit 121

## Prepare and deep clean carpets

<b>UAN:</b>	D/505/3503
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is about the preparation and deep cleaning of soiled carpeted floors. It includes following the correct procedures, selecting and checking equipment, preparing cleaning agents for use and identifying the carpet fibre type and most appropriate deep cleaning method.

<b>Learning outcome</b>
The learner will: 1. be able to identify carpet type and select an appropriate deep cleaning method
<b>Assessment criteria</b>
The learner can: 1.1 identify carpet fibre using most appropriate <b>identification method</b> 1.2 select the most appropriate <b>deep cleaning method</b>

<b>Range</b>
<b>Identification Method</b> Carpet manufacturer's specification, burn test
<b>Deep Cleaning Method</b> Rotary shampooing, extraction cleaning Hard surface cleaner, neutral detergent, sanitiser, glass cleaner.

<b>Learning outcome</b>
The learner will: 2. be able to prepare for the deep cleaning of carpets
<b>Assessment criteria</b>
The learner can:

- 2.1 identify **PPE** (Personal Protective Equipment) required for deep cleaning carpets
- 2.2 check and wear **PPE** for the task
- 2.3 prepare work area for cleaning by doing the following:
  - a. ventilate area
  - b. select and display hazard warning signs
  - c. remove furniture
  - d. protect adjacent surfaces
- 2.4 identify and dilute **chemical cleaning agents** required for deep cleaning carpets
- 2.5 assess colourfastness of carpet using all relevant **chemical cleaning agents**
- 2.6 identify and check **equipment** required for deep cleaning carpets
- 2.7 remove large items of litter and **dry particulate** soil prior to deep cleaning
- 2.8 carry out spot and stain removal and pre-treat heavily trafficked areas as necessary

<b>Range</b>
<p><b>PPE</b> Uniform, gloves, closed in shoes</p> <p><b>Chemical Cleaning Agents</b> High foaming carpet shampoo, low foaming extraction detergent, carpet fibre rinse, spot and stain remover, pre-spray</p> <p><b>Equipment</b> Rotary floor machine with solution tank, carpet extraction machine, wet suction machine, suction cleaner and attachments, carpet shampoo brush, circuit breaker, pressure sprayer, trigger spray(s), cloths, hand scrubbing brush, protective plastic sheeting, dust pan and brush, pieces of card, foil or plastic, hazard warning signs</p> <p><b>Dry Particulate Soil</b> Dust, grit, dried mud, sand etc</p>

<b>Learning outcome</b>
The learner will:
3. be able to deep clean carpets
<b>Assessment criteria</b>
The learner can:
3.1 use <b>equipment</b> to apply cleaning solution to the carpet
3.2 use <b>equipment</b> to agitate cleaning solution through the carpet
3.3 use <b>equipment</b> to remove soiled cleaning solution from the carpet
3.4 interpret chemical manufacturer's instructions for rinsing carpets

<b>Range</b>
<p><b>Equipment</b> Rotary floor machine with solution tank, carpet extraction machine, wet suction machine, suction cleaner and attachments, carpet shampoo brush, circuit breaker</p> <p><b>Cleaning agents</b> Hard surface cleaner, neutral detergent, sanitiser, glass cleaner, degreasing detergent</p> <p><b>Recyclable waste</b> Glass, paper, plastic, cardboard, food, oil</p>

<b>Learning outcome</b>
The learner will: 4. be able to reinstate area
<b>Assessment criteria</b>
The learner can: 4.1 identify used disposable equipment and dirty solutions 4.2 dispose of used disposable equipment and dirty solutions 4.3 clean and check <b>equipment</b> 4.4 identify a secure storage area to return <b>equipment</b> 4.5 return equipment to a secure storage area 4.6 return area to an acceptable condition and protect carpet from possible furniture marks where necessary 4.7 identify when and why the carpet will require suction cleaning 4.8 remove hazard warning signs

<b>Range</b>
<p><b>Equipment</b> Rotary floor machine with solution tank, carpet extraction machine, wet suction machine, suction cleaner and attachments, carpet shampoo brush, circuit breaker, pressure sprayer, trigger spray(s), cloths, hand scrubbing brush, protective plastic sheeting, dust pan and brush, pieces of card, foil or plastic, hazard warning signs</p>

# **Unit 121            Prepare and deep clean carpets**

## Supporting information

### **Guidance**

#### **AC 1.2**

Certain carpets may not be safely cleaned using one or either of the methods detailed in this unit. Assessor will have to make professional judgment as to suitability

#### **AC 2.6**

Correct equipment may vary by location; assessor will have to make professional judgment as to suitability.

#### **AC 3.4**

Some carpet cleaning detergents require rinsing from certain carpet fibre types due to their pH.

#### **AC 4.6**

Carpets should be protected if furniture is being returned to its original position whilst carpet is still damp

## Unit 122

## Conduct auditing processes in cleaning

<b>UAN:</b>	H/505/3504
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	It is recommended that learners have completed practical cleaning units appropriate to the auditing practices that they will be assessed on. It is recommended that they have a wide range of cleaning experience to ensure knowledge of best practice. This unit is about understanding what the established standard of work should be and how the standard achieved can be measured using auditing processes.

<b>Learning outcome</b>
The learner will: 1. understand the cleaning processes and the standards of performance required and how they must be
<b>Assessment criteria</b>
The learner can: 1.1 explain how the <b>cleaning specification</b> applies to the delivery of the cleaning service 1.2 explain how the following affect the delivery of the cleaning service:- a. <b>Cleaning processes</b> b. <b>Standards of cleaning</b> c. <b>Legal requirements</b> d. Best practice 1.3 identify <b>equipment</b> and cleaning agents required for cleaning a food area and appliances 1.4 check and prepare equipment and <b>cleaning agents</b> for the task 1.5 identify sources of <b>food contamination</b>
<b>Range</b>
<b>Cleaning specification</b> Types of specification:

(output, input), SLA (service level agreement) KPI (Key Performance Indicator)

### **Cleaning processes**

Work schedules, job breakdowns, cleaning rotas, standard operating procedures

### **Standards of cleaning**

Use of correct PPE, identify and deal with hazards (broken glass, hot liquids, spillages, trips and slips, broken equipment), report hazards to supervisor

### **legal requirements**

health and safety, security

### **cleaning tasks**

Cleaning internal surfaces, Clean floor surfaces, Clean washrooms, external areas

### **Learning outcome**

The learner will:

2. Be able to implement auditing processes for cleaning

### **Assessment criteria**

The learner can:

2.1 conduct **auditing processes** for cleaning in the following areas:

- a. **Washrooms**
- b. **General areas**
- c. **Entrance areas**
- d. **Circulation areas**

### **Range**

#### **Auditing processes**

Inspection checklists, Auditing technology and software, voice recording, photos

#### **Washrooms**

toilets and wash hand basins, baths, showers, urinals

#### **General areas**

offices (open plan), meeting/conference rooms, work area

#### **Entrance areas**

entry, exit, receptions, seating areas

#### **Circulation areas**

corridors, staircases, landings, lifts, lift bays



<b>Learning outcome</b>
The learner will: 3. Be able to evaluate and report on the results of the cleaning audit
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the results of their audit by describing <ul style="list-style-type: none"> <li>a. the <b>results of the audit</b> including any <b>influencing factors</b></li> <li>b. the <b>appropriate person/s</b> for audit feedback</li> <li>c. suitable <b>methods of reporting</b> feedback</li> </ul>

<b>Range</b>
<p><b>Results of the audit</b> in line with the cleaning specification; SLA, KPI and standards of cleaning, or any shortfalls</p> <p><b>Influencing factors</b> building maintenance, equipment and materials, cleaning processes, standards of cleaning, legal requirements, cleaning tasks</p> <p><b>Appropriate person/s</b> line manager, client, operative</p> <p><b>Methods of reporting</b> verbal, written, use of technology</p>

# Unit 122      Conduct auditing processes in cleaning

## Supporting information

### Guidance

Best practice – colour coded equipment, working from clean to dirty, working in a systematic way (Check the Level 2 cleaning apprenticeship assessor guidance)

Standard – this may not always appear in the cleaning specification, discuss with the learner what is an acceptable standard of cleaning in different areas.

The learner will need to implement existing quality processes or if no process in place to create an auditing checklist

Quality auditing processes

General areas – areas where there is work activity, if an audit is being carried in a healthcare facility please refer to organisational specifications for the room type.

Circulation areas – areas that connects different parts of the building to another.

Evaluate – whether the outcome of the audit process met the standards of the specification

Feedback

## Unit 123

## Training of cleaning operatives

<b>UAN:</b>	A/505/3508
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This Unit is aimed at cleaning operatives with a wide range of experience who may be moving into a supervisory role. The Unit is about developing the skills to pass on knowledge to others.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of training in the cleaning industry
<b>Assessment criteria</b>
The learner can: 1.1 Define the <b>purpose of training</b> 1.2 Explain the <b>benefits of training</b> for both the <b>Employer and the Employee</b>

<b>Range</b>
<b>Purpose of training</b> to impart skills and knowledge required to perform the job
<b>Benefits of Training Employer</b> Reduced labour turnover; reduces complaints; enhances Company image; Improved efficiency; reduction in accidents; reduction in costs; meet legal requirements
<b>Employee</b> job satisfaction, motivation career progression, Increase in job opportunities, Update work skills and knowledge

<b>Learning outcome</b>
The learner will: 2. Know how to identify training needs and select the appropriate training methods for the operative

### Assessment criteria

The learner can:

- 2.1 list suitable **training methods** that can be used for the cleaning industry
- 2.2 identify and **analyse training needs** of the operative and any potential **barriers to learning**
- 2.3 select the appropriate **training methods** to meet the training needs of the operative
- 2.4 identify the appropriate **elements** to be considered when delivering training using the selected **training methods**

### Range

#### Training methods

On the job: demonstration, coaching, mentoring job rotation, work shadowing,  
Off the job: role play, simulation

#### Analyse training needs

skill scan, Training Needs Analysis (TNA) , Individual Learning Plan (ILP), appraisals, recognition of different learning styles

#### Barriers to learning

poor communication, language, poor literacy, poor numeracy

#### Elements

Health and Safety (COSHH; HASAWA, PPE, RAMS), organisational procedures, customer service requirements, cleaning methods; correct use of equipment and materials; job lists

### Learning outcome

The learner will:

3. Be able to train the operative effectively

### Assessment criteria

The learner can:

- 3.1 demonstrate the following whilst carrying out training:
  - a. **methods of putting individuals at ease**
  - b. **instruction process**
  - c. giving clear instructions in the use of cleaning equipment and safe working methods

### Range

#### Methods of putting individuals at ease

Eye contact, body language; create an interest; ensure the Learner understands what they are being taught

#### Instruction Process

Prepare, present, practice Follow Up, repeat if necessary

<b>Learning outcome</b>
The learner will: 4. Be able to provide and record feedback for the operative
<b>Assessment criteria</b>
The learner can: 4.1 give <b>constructive feedback</b> to the operative 4.2 record details of training and maintain records according to organisational and qualification requirements

<b>Learning outcome</b>
The learner will: 5. be able to evaluate the effectiveness of their training to the operative
<b>Assessment criteria</b>
The learner can: 5.1 evaluate the effectiveness of: a. training methods chosen b. instruction given c. provision and recording of feedback 5.2 describe other <b>methods</b> that can be used to measure the effectiveness of training in the cleaning industry

<b>Range</b>
<b>Methods</b> Customer feedback observation by Supervisor, feedback from colleagues, appraisals

# **Unit 123            Training of cleaning operatives**

## Supporting information

### **Guidance**

This Unit is aimed at cleaning operatives with a wide range of experience who may be moving into a supervisory role. The Unit is about developing the skills to pass on knowledge to others. The Assessor must have relevant experience of how to train to pass on technical knowledge and skills including awareness of 'Learning Styles'; methods of putting individual's at ease and giving feedback effectively.

COSHH – Control

HASAWA - ,

PPE - ,

RAMS –

3.2 The assessor

<b>UAN:</b>	T/505/3510
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills the Sector Skills Council for cleaning.
<b>Aim:</b>	This unit is an introduction on how to lead a team and being able to check performance of the team and individuals. It is recommended that the learner has a wide range of cleaning experience to ensure knowledge of best practice.

<b>Learning outcome</b>
The learner will:
1. understand effective team leadership in the cleaning industry
<b>Assessment criteria</b>
The learner can:
1.1 describe the different types of <b>leadership styles</b>
1.2 state the <b>qualities</b> of an effective team leader
1.3 describe the <b>responsibilities</b> of a team leader

<b>Range</b>
<b>Leadership styles</b> Autocratic, Democratic, Laissez faire
<b>Qualities</b> Fairness Respecting others opinions Supporting, motivating and developing the team Leading by example Accepting responsibility Acting decisively Delegating Technical competence Social competence
<b>Responsibilities</b> Setting team objectives

<p>Awareness of legal requirements          Planning the work of the team          Monitoring and reviewing individual and team progress</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. Be able to plan and organise the work of a team to meet team objectives</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 identify the elements that affect planning and organising the work of a team</p> <p>2.2 identify the appropriate <b>elements</b> to be considered when planning and organising work for their team</p> <p>2.3 apply effective team leading <b>qualities</b> and <b>responsibilities</b> to organise the work of the team</p>

<p><b>Range</b></p> <p><b>Elements</b>          cleaning schedule, hours of availability for area to be cleaned, staff, equipment, materials availability, budget provision, building usage, cleaning specification, performance targets</p> <p><b>Qualities</b>          Fairness          Respecting others opinions          Supporting, motivating and developing the team          Leading by example          Accepting responsibility          Acting decisively          Delegating          Technical competence          Social competence</p> <p><b>Responsibilities</b>          Setting team objectives          Awareness of legal requirements          Planning the work of the team          Monitoring and reviewing individual and team progress</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. be able to check the performance and give feedback to team and individuals</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 state the benefits of checking performance</p> <p>3.2 check the performance of the team and individuals</p>



3.3 give feedback to team and individuals where appropriate

**Range**

**Benefits**

Improve standards in cleaning, Identify need for training, Identify potential work related difficulties, Explore solutions, Motivate the team and individuals.

## **Unit 124            Introduction to Team Leading**

### Supporting information

#### **Guidance**

The learner will need to implement the work plans

The learner will need to show that the work plans have been monitored and reviewed

Please note this unit does not intend to cover all the elements of team leading, it is an introduction to some of the basic skills and is intended as a foundation to team leading. Please refer to 7648-03 and ILM L3 for units that explore this area further.

## Unit 125

## Prepare, clean and dispose of bodily fluids at a trauma scene

<b>UAN:</b>	<b>M/505/6812</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	Asset Skills
<b>Aim:</b>	This unit is about the preparation for and undertaking of cleaning trauma scenes. Trauma scenes can include crime scenes, police cells, detention areas, residential properties and prison cells. The learner will be able to clean bodily and remove hazardous items such as sharps and items contaminated by bodily fluids. This unit also covers the safe use and disposal of PPE and hazardous items.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare to clean bodily fluids from the trauma scene
<b>Assessment criteria</b>
The learner can: 1.1 describe the benefits of receiving vaccination prior to cleaning bodily fluids and the consequences for not doing so 1.2 select the appropriate risk assessment documentation for the task 1.3 select, check and wear suitable <b>PPE</b> (Personal Protective Equipment) for the task 1.4 prepare the work area for cleaning by: a. isolating the area b. ventilating the area c. selecting and displaying hazard warning signs or barriers 1.5 carry out the appropriate <b>methods for inspecting</b> the level of bodily fluid contamination in the area 1.6 select and check <b>cleaning equipment</b> and chemicals for the task 1.7 justify their choice of cleaning equipment for the task

<b>Range</b>
<b>PPE</b> Protective oversuit, gloves, closed in shoes, face mask, goggles
<b>Methods for inspecting</b> discussion with others, looking for texture, odour, consistency of the soiling
<b>Cleaning equipment</b> colour coded waste bags, sharps box, sharps picker, body fluids spillage kit, cloths, paper roll, scraper, bucket, colour coded mop, cleaning agent

<b>Learning outcome</b>
The learner will: 2. Be able to clean bodily fluids at a trauma scene
<b>Assessment criteria</b>
The learner can: 2.1 identify and remove bodily fluids and <b>cleaning equipment</b> 2.2 clean the area using appropriate cleaning methods 2.3 state the appropriate person to report an incident to which is outside own area of responsibility 2.4 decontaminate the area using appropriate anti-microbial agents

<b>Range</b>
<b>Cleaning equipment</b> colour coded waste bags, sharps box, sharps picker, body fluids spillage kit, cloths, paper roll, scraper, bucket, colour coded mop, cleaning agent

<b>Learning outcome</b>
The learner will: 3. Be able to dispose of bodily fluids and reinstate area
<b>Assessment criteria</b>
The learner can: 3.1 dispose of bodily fluids 3.2 bag, tag and record <b>laundry, linen and any other suitable items</b> if applicable 3.3 check, clean and dry <b>equipment</b> after use 3.4 demonstrate how to safely remove, dispose of and store <b>PPE</b> 3.5 store and secure equipment in appropriate storage facility 3.6 reinstate the work area after cleaning by: a. removing warning signs or barriers b. closing ventilation 3.7 wash and dry hands according to the correct handwashing procedures

**Range****Laundry, linen and any other suitable items**

bedding, clothing, cleaning equipment if applicable, upholstery – i.e. curtains, carpets and furniture

**Equipment**

colour coded waste bags, sharps box, sharps picker, body fluids spillage kit, cloths, paper roll, scraper, bucket, colour coded mop, cleaning agent

**PPE**

Protective oversuit, gloves, closed in shoes, face mask

## **Unit 125            Prepare, clean and dispose of bodily fluids at a trauma scene**

### Supporting information

#### **Guidance**

**Prepare work area** – remove large items, protect surrounding areas. If there are any amendments needed to the risk assessment document the learner should follow the procedures for this.

**Cleaning methods** – ensure clean to dirty, the assessor will use their judgement on whether the learner is following the standard cleaning methods.

**Ventilating an area** – if the trauma area is outdoors this is deemed as sufficient ventilation.

**Anti-microbial agent** – kills micro-organisms or inhibits their growth.

**Hand washing procedures:** hands should be washed before and after cleaning, using running hot/cold water, soap and dried with paper towels.

**Situations** – any occurrence of unexpected events.

Good practice to teach the importance of team cleaning i.e. a clean & dirty operative.

## Unit 126

## Prepare and remove hazardous items at a trauma scene

**UAN:**

**T/505/6813**

**Level:**

2

**Credit value:**

3

**GLH:**

17

**Endorsement by a sector or regulatory body:**

Asset Skills

**Aim:**

This unit is about preparing to segregate and remove waste from a trauma scene. Trauma scenes can include crime scenes, police cells, detention areas, residential properties and prison cells. The learner will be able to handle clinical waste and understand the factors that make handling clinical waste high risk. This unit also covers the safe use and disposal of PPE.

### Learning outcome

The learner will:

1. Be able to prepare for handling and segregating hazardous items for a trauma scene

### Assessment criteria

The learner can:

- 1.1 select, check and wear appropriate **PPE** (Personal Protective Equipment) for the task
- 1.2 Prepare the work area for cleaning by:
  - a. isolating the area
  - b. ventilating the area
  - c. selecting and displayed hazard warning signs or barriers
- 1.3 select, gather and check the appropriate equipment for the task
- 1.4 define the term clinical waste
- 1.5 describe types of **hazards** when collecting **hazardous items**

### Range

#### **PPE**

Protective oversuit, gloves (disposable or colour coded), closed in shoes, face mask, goggles, apron, overshoes

**Hazards**

needlestick injury, contact with contaminated items (wound dressing, cloths, condoms)

**Hazardous items**

swabs or dressings, syringes, needles or other sharp instruments, condoms, sanitary ware

**Learning outcome**

The learner will:

2. Be able to handle and segregate hazardous items at a trauma scene

**Assessment criteria**

- 2.1 state the current **legislation** for handling clinical waste
- 2.2 handle hazardous items according to organisational requirements
- 2.3 describe **handling procedures** for different types of hazardous items
- 2.4 list **factors** that could make the work environment more dangerous
- 2.5 describe the importance of segregating **hazardous items**
- 2.6 safely segregate **hazardous items** according to organisational requirements
- 2.7 remove contaminated **PPE** and handle as clinical waste during disposal

**Range****Legislation**

Environmental Protection Act (EPA) 1990, Hazardous Waste Regulations, Health & Safety at Work Act (HASAWA) Controlled Waste Regulations (1992)

**Handling procedures**

manual handling techniques, protecting yourself with gloves, not disseminating bacteria whilst removing waste, security of waste, placing waste into appropriate colour coded vessels

**Factors**

External – location, weather, general public, lighting, level of pedestrians or vehicle traffic, time of day  
Internal – location, lighting, people, time of day

**Hazardous items**

swabs or dressings, syringes, needles or other sharp instruments, condoms, sanitary ware

**PPE**

protective oversuit, gloves (disposable or colour coded), closed in shoes, face mask, goggles, apron



<b>Learning outcome</b>
The learner will: 3. Be able to remove hazardous items from a trauma scene
<b>Assessment criteria</b>
The learner can: 3.1 select and use suitable <b>PPE</b> for removing and disposing of <b>hazardous items</b> 3.2 remove <b>hazardous items</b> to appropriate collection point in a manner that will not harm self or others 3.3 describe the <b>methods for disposal</b> of different types of <b>hazardous items</b> 3.4 reinstate the area at a trauma scene by: a. removing warning signs and barriers b. close off ventilation in the area 3.5 wash and dry hands according to required handwashing procedures 3.6 apply the following behaviour when entering a non-clinical area a. personal hygiene b. confidentiality c. personal presentation

<b>Range</b>
<b>PPE</b> protective oversuit, gloves (disposable or colour coded), closed in shoes, face mask, goggles, apron
<b>Hazardous items</b> swabs or dressings, syringes, needles or other sharp instruments, condoms, sanitary ware
<b>Methods for disposal</b> deep-dig landfill, incineration

## Unit 126      Prepare and remove hazardous items at a trauma scene

### Supporting information

#### Guidance

2.3 **handling procedures** – colour coded vessels may be bags, rigid containers or a sharps box.

3.2 a **collection point** is any designated area for the temporary storage of waste.

3.4 **Close off ventilating an area** – if the trauma area is outdoors this criterion is not necessary.

The assessor must ensure that while carrying out the observation the assessor ensures that the learner has a clear understanding of cross-contamination containment.

## Unit 127

# Controlling dermatitis and skin reactions within the cleaning industry

<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	This unit is about controlling dermatitis and skin reactions when cleaning. The unit covers the details of what dermatitis is how it is caused and how to recognise it. It also covers practical methods of reducing the chances of dermatitis including employee and employer responsibilities.

<b>Learning outcome</b>
The learner will: 1. Know the causes of contact dermatitis and skin reactions
<b>Assessment criteria</b>
The learner can: 1.1 describe the skin reaction Contact Dermatitis (Occupational Dermatitis) 1.2 state causes of the forms of irritant and allergic contact dermatitis 1.3 state the potential <b>causes</b> of skin reaction 1.4 describe common <b>signs and symptoms</b> of skin reactions
<b>Range</b>
<b>Causes</b> Contact with allergens, cleaning materials, PPE, Removal of skin natural moisture
<b>Signs and symptoms</b> Redness, inflammation, itchiness, urticaria (hives)

<b>Learning outcome</b>
The learner will: 2. Be able to prevent the causes of dermatitis and skin reactions
<b>Assessment criteria</b>
The learner can: 2.1 demonstrate methods of avoiding contact with materials that cause dermatitis and skin reactions 2.2 apply appropriate protective measures to avoid contracting dermatitis and skin reaction 2.3 check for early signs of dermatitis and skin reactions 2.4 state the action that should be taken if early signs of dermatitis or skin reactions are identified

<b>Learning outcome</b>
The learner will: 3. Know the responsibilities of employers and employees relevant to dermatitis and skin infection under the current legislation
<b>Assessment criteria</b>
The learner can: 3.1 outline current <b>health and safety legislation</b> relevant to dermatitis and skin infection 3.2 state employees' health and safety responsibilities in relation to skin <b>conditions</b> 3.3 state employers health and safety responsibilities in relation to skin <b>conditions</b>

<b>Range</b>
<b>Health and safety legislation</b> Health and Safety at Work Act (1974), Personal Protective Equipment at Work regulation (1999), Control of Substances Hazardous to Health Regulations (COSHH) (2002), Reporting Injuries, Disease and Dangerous Occurrences (RIDDOR) (1995), Management of Health and Safety at Work Regulation (1999)
<b>Conditions</b> Dermatitis, skin reaction, skin infection

## Unit 128

## Infection control and the cleaning industry

<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	This unit is about controlling the spread of infection when carrying out cleaning activities. The unit covers the potential causes of infection and its spread as well as the risks of cross infection. The unit also covers the practical steps that can be taken to prevent and control the spread of infection.

<b>Learning outcome</b>
The learner will: 1. Understand the causes of infection within the cleaning industry
<b>Assessment criteria</b>
The learner can: 1.1 Identify the conditions required for the growth of micro-organisms 1.2 Explain how micro-organisms can enter the body 1.3 Identify <b>common sources of infection</b> 1.4 Explain how micro-organisms can be transmitted to others 1.5 Describe workplace procedures in relation to reporting own illnesses to prevent spread of infection

<b>Range</b>
<b>Common sources of infection</b> People, contaminated food, contaminated equipment, dust, contaminated laundry, clinical waste

<b>Learning outcome</b>
The learner will: 2. Be able to follow procedures to prevent and control the spread of infection
<b>Assessment criteria</b>
The learner can: 2.1 follow workplace <b>procedures and systems</b> relevant to the prevention and control of infection 2.2 carry out risk assessments in line with workplace procedures to prevent and control of infections

- 2.3 demonstrate the correct use of **Personal Protective Equipment (PPE)**
- 2.4 demonstrate the correct disposal of **Personal Protective Equipment (PPE)**
- 2.5 follow workplace personal hygiene requirements

<b>Range</b>
<b>Procedures and systems</b> Hand hygiene, cleaning schedules, cleaning methods, waste disposal, decontamination of equipment, management of linen
<b>Personal Protective Equipment (PPE)</b> Gloves, apron, gowns, masks, goggles, face shields, visors, shoe covers

<b>Learning outcome</b>
The learner will: 3. Be able to maintain a clean environment to prevent the spread of infection
<b>Assessment criteria</b>
The learner can: 3.1 demonstrate the techniques and methods for environmental cleaning 3.2 follow workplace guidelines and procedures to ensure a clean environment 3.3 demonstrate the correct cleaning, and storage of equipment and machinery 3.4 demonstrate the correct disposal of contaminated materials and solutions

<b>Learning outcome</b>
The learner will: 4. Understand the risks of cross contamination
<b>Assessment criteria</b>
The learner can: 4.1 state the consequences of poor infection control practices 4.2 list the practices that need to be put in place to prevent cross contamination



## Appendix 1 Relationships to other qualifications

### Literacy, language, numeracy and ICT skills development

These qualification[s] can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.



**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
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