

Level 1 Award and Certificate in Introduction to the Facilities Industry (7612)

July 2023 Version 2.5

Qualification at a glance

Subject area	Introduction to the Facilities Industry
City & Guilds number	7612
Age group approved	Pre-16, 16-18, 19+
Entry requirements	None
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 1 Award in Introduction to the Facilities Industry	67	120	7612-01	600/2887/7
Level 1 Award in Waste and Recycling	46	70	7612-02	600/2937/7
Level 1 Certificate in Introduction to the Facilities Industry - Sustainable Resources	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry - Prepare and Clean Washrooms	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry – Sustainable Resources	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry – Customer Service	79	140	7612-03	600/2938/9

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 1 Certificate in Introduction to the Facilities Industry – Graffiti Removal by Hand	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry – Servicing of Accommodation Facilities	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry – Servicing Conferences and Meetings	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry – Minor Repairs and Maintenance of Property and Premises	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry – Clean High Risk Areas	79	140	7612-03	600/2938/9
Level 1 Certificate in Introduction to the Facilities Industry – Manual Street Cleaning	79	140	7612-03	600/2938/9

Version and date	Change detail	Section
2.2 September 2013	Updated centre staffing information	Page 12 centre staffing
2.3 Oct 2015	Updated 7612-03 certificate modules	Pages 6-11
2.4 September 2017	Added GLH and TQT details	Qualification at a glance and Introduction
	Removed QCF	Introduction and Appendix 1

July 2023	Images removed Reference to 7729 removed Link to OfQual Register removed	Throughout document Opportunities for progression. Section 5, Units
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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	The Level 1 Introduction to the Facilities Industry is a qualification available to all that work or wish to work in the facilities industry. The learner can choose the skills they want to focus on and get a greater understanding for topics ranging from managing waste, sustainable use of resources and cleaning in specialised areas
What do the qualifications cover?	This qualification is ideal for learners who want to learn and gain a broad understanding about the facilities and services industry, and covers subjects such as: <ul style="list-style-type: none">• waste and recycling• sustainable resource management• facilities services• safety and security• cleaning graffiti• cleaning specialist areas.
Are the qualifications part of a framework or initiative?	No
Who did we develop the qualifications with?	Developed in association with industry specialists and Asset Skills SSC.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 2 Award, Certificate and Diploma in Cleaning Principles (7695)• Level 1 and 2 Award, Certificate and Diploma in Cleaning and Support Services Skills (7648)• Level 2 Certificate and Diploma in Sustainable Waste Management (0746)• Level 2 Certificate in Principles of Sustainable Resource Management (7517)

Structure

To achieve the **Level 1 Award in Introduction to the Facilities Industry**, learners must achieve 12 credits from the mandatory units in the table below.

Level 1 Award in Introduction to the Facilities Industry			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3

To achieve the **Level 1 Award in Waste and Recycling**, learners must achieve 7 credits from the mandatory unit in the table below.

Level 1 Award in Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
A/503/4134	105	Introduction to waste and recycling	7

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Sustainable Resources**, learners must achieve 16 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Sustainable Resources			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
T/503/4083	106	Using resources in a sustainable way within the facilities industry	4

Important: Centres must use the appendix **903** when claiming the certificate for the **Sustainable Resources** pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Prepare and Clean Washrooms**, learners must achieve 16 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Prepare and Clean Washrooms			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
K/503/4081	104	Prepare and clean washrooms	4

Important: Centres must use the appendix **904** when claiming the certificate for the **Prepare and Clean Washrooms** pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry –Waste and Recycling**, learners must achieve 19 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
A/503/4134	105	Introduction to waste and recycling	7

Important: Centres must use the appendix **905** when claiming the certificate for the **Waste and Recycling** pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Customer service**, learners must achieve 15 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
Y/503/6814	107	Customer service within the facilities industry	3

Important: Centres must use the appendix **906** when claiming the certificate for the **Customer Service** pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Graffiti removal by hand**, learners must achieve 17 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
K/502/6739	108	Graffiti removal by hand	5

Important: Centres must use the appendix **907** when claiming the certificate for the **Graffiti removal by hand**, pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Servicing of accommodation facilities**, learners must achieve 16 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
D/503/6815	109	Servicing of accommodation facilities	4

Important: Centres must use the appendix **908** when claiming the certificate for the **Servicing of accommodation facilities**, pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Servicing conferences and meetings**, learners must achieve 14 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
K/503/6817	110	Servicing conferences and meetings	2

Important: Centres must use the appendix **909** when claiming the certificate for the **Servicing conferences and meetings**, pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Minor repairs and maintenance of property and premises**, learners must achieve 16 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
M/503/6818	111	Minor repairs and maintenance of property and premises	4

Important: Centres must use the appendix **910** when claiming the certificate for the **Minor repairs and maintenance of property and premises** pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Clean high risk areas**, learners must achieve 16 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
T/503/6819	112	Clean high risk areas	4

Important: Centres must use the appendix **911** when claiming the certificate for the **Clean high risk areas** pathway.

To achieve the **Level 1 Certificate in Introduction to the Facilities Industry – Manual Street Cleaning**, learners must achieve 14 credits from the mandatory units in the table below.

Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling			
Mandatory	City & Guilds unit number	Unit title	Credit value
K/503/4078	101	Health, safety and security in the facilities industry	5
M/503/4079	102	Workplace hygiene in the facilities industry	4
H/503/4080	103	Introduction to working in the facilities industry	3
T/503/6822	113	Manual Street Cleaning	2

Important: Centres must use the appendix **912** when claiming the certificate for the **Manual Street Cleaning** pathway.

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.

Title and level	GLH	TQT
Level 1 Award in Introduction to the Facilities Industry	67	120
Level 1 Award in Waste and Recycling	46	70
Level 1 Certificate in Introduction to the Facilities Industry - Sustainable Resources	79	140
Level 1 Certificate in Introduction to the Facilities Industry - Prepare and Clean Washrooms	79	140
Level 1 Certificate in Introduction to the Facilities Industry - Waste and Recycling	79	140
Level 1 Certificate in Introduction to the Facilities Industry – Sustainable Resources	79	140
Level 1 Certificate in Introduction to the Facilities Industry – Customer Service	79	140
Level 1 Certificate in Introduction to the Facilities Industry – Graffiti Removal by Hand	79	140
Level 1 Certificate in Introduction to the Facilities Industry – Servicing of Accommodation Facilities	79	140
Level 1 Certificate in Introduction to the Facilities Industry – Servicing Conferences	79	140

and Meetings

Level 1 Certificate in Introduction to the Facilities Industry – Minor Repairs and Maintenance of Property and Premises	79	140
Level 1 Certificate in Introduction to the Facilities Industry – Clean High Risk Areas	79	140
Level 1 Certificate in Introduction to the Facilities Industry – Manual Street Cleaning	79	140

2 Centre requirements

Approval

If your Centre is approved to offer the qualification in Level 2 Cleaning Principles (7695-01,-02,-03) or Level 1,2 Cleaning and Support Services (7648-01,-02) you can apply for the Level 1 Introduction to the Facilities Industry (7612) approval using the fast track approval form, available from the City & Guilds website.

To offer these qualifications, existing centres must use the **standard** Qualification Approval Process. New centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centre staffing

Assessor/Internal Quality Assurer personnel delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent in the industry either qualified to at least level 1 (the same level as the qualification being referred to) and/or have current experience of working in the industry at this level.
- be occupationally competent in the facilities industry sector either qualified to at least level 1 (the same level as the qualification being referred to) and/or have current experience of working in the industry at this level.

Centre staff may undertake more than one role, e.g. tutor/trainer/ assessor or internal quality assurance. A tutor/trainer/assessor cannot internally quality assure their own assessments

Assessors and Internal Quality Assurer

Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

Continuing professional development (CPD)

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.

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.

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

Guidance on use of Cleaning Chemicals

When delivering this qualification it is important that learners understand the different types of chemicals required for cleaning all areas and their uses.

Chemicals

- **Acid cleaner:** often made from phosphoric acid, sodium bisulphate, oxalic acid, hydrochloric acid or sulphuric acid. Acid cleaners usually have to be diluted, which should be carefully measured (eg nitric acid can damage stainless steel if not correctly diluted). Acid cleaner will usually be used to remove non-organic matter, such as limescale.
- **Alkaline detergent:** used when a strong detergent is required to clean things like hard surfaces, carbon black marks, large amounts of dirt, dirty walls or paintwork. Alkaline cleaning materials are usually used for cleaning organic matter.
- **Hard surface cleaner:** usually has a pH of 9 to 11; used for cleaning surfaces with heavy soilage, eg impacted dirt or grease.
- **Toilet cleaner**
- **Neutral detergent:** has a pH of 6 to 9. Also known as general-purpose detergent, and used for all routine cleaning.
- **Glass cleaner:** usually a solution made by dissolving chemicals in water; some glass cleaners also contain a very fine abrasive within the solution.
- **Metal cleaner**

- **Disinfectant:** not normally needed for cleaning purposes. Problems with using disinfectants include:
 - Surface has to be cleaned first to remove any trace of organic matter.
 - Different disinfectants kill different germs, so a variety of disinfectants would be needed to clear a surface of germs.
 - A disinfectant needs to be left on a surface for up to 30 minutes in some cases to be effective. During this time the area being disinfected must remain wet with the disinfectant solution, and sometimes kept at a certain temperature as well.
 - Care must be taken when diluting disinfectants: too strong and it may damage the surface being cleaned, but too weak and it may not be effective at removing the germs.
 - Once diluted, disinfectant spoils, becoming less effective against germs.
 - The containers and equipment used for disinfection must be kept clean, or germs may grow on/in them, reducing the effectiveness of the disinfectant against germs.
- **Sanitizer:** a mixture of a detergent and a disinfectant.

Alkaline and acidic cleaning materials

The pH of a substance is rated on a scale of 0 to 14, with pure water rated as 7 (neutral). Anything less than 7 is acidic, and anything more than 7 is alkaline. In commercial use however, materials with a pH of between 6 and 9 are classed as neutral.

Alkaline cleaning materials are usually used for cleaning **organic matter**, and have a pH between 9 and 13. Caustic cleaning materials have a pH above 13, and burn or destroy organic matter.

Acidic cleaning materials are usually used for cleaning **non organic matter** and have a pH of between 0 and 5.

Definitions

- **Organic matter:** matter originating from living or dead organisms, eg fingerprints, bodily waste, blood
- **Non-organic matter:** matter originating from a non-living source, eg limescale found in areas exposed to hard water

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment guide for centres	www.cityandguilds.com . Password available on Walled Garden
Marking guide	www.cityandguilds.com . Password available on Walled Garden
Fast track approval forms/generic fast track approval form	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates **must** successfully complete one assignment for each mandatory unit.

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

Level 1 Award and Certificate in Introduction to the Facilities Industry			
Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
101	Health, safety and security in the facilities industry	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
102	Workplace hygiene in the facilities industry	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
103	Introduction to working in the facilities industry	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
104	Prepare and clean washrooms	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
105	Introduction to waste and recycling	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
106	Using resources in a sustainable way within the facilities industry	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden

Level 1 Award and Certificate in Introduction to the Facilities Industry			
Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
107	Customer service within the facilities industry	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
108	Graffiti removal by hand	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
109	Servicing of accommodation facilities	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
110	Servicing conferences and meetings	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
111	Minor repairs and maintenance of property and premises	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
112	Clean high risk areas	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden
113	Manual Street Cleaning	Assignment	Go to www.cityandguilds.com . Password available on Walled Garden

5 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
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101 Health, safety and security in the facilities industry

UAN:	K/503/4078
Level:	Level 1
Credit value:	5
GLH:	27
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit covers health, safety and security. The learner will know about health and safety legislation and be able to follow safe working practices across the facilities industry.

Learning outcome
The learner will: 1 Know relevant health and safety legislation for working in the facilities industry
Assessment criteria
The learner can: 1.1 state the importance of health and safety in the facilities industry 1.2 state employer responsibilities under the Health and Safety at Work Act (HASAW) 1.3 state employee responsibilities under the Health and Safety at Work Act (HASAW).

Learning outcome
The learner will: 2 Know how to work safely in the facilities industry
Assessment criteria
The learner can: 2.1 state safe working practices when using chemicals 2.2 state safe working practices when lifting and handling 2.3 state safe working practices when using electrical and non electrical equipment 2.4 state safe working practices when lone working 2.5 state safe working practices when working in external areas .

Range
2.5 external areas Public highways, grounds and parks, waste storage areas, car parks, play areas, waterways private land, land managed by other organisations, eg crown estates, Ministry of Defence, National Trust.

Learning outcome
The learner will: 3 Be able to work safely in the facilities industry
Assessment criteria
The learner can: 3.1 work safely when using chemicals 3.2 work safely when lifting and handling 3.3 work safely when using electrical equipment 3.4 work safely when using non electrical equipment.

Learning outcome
The learner will: 4 Know how to maintain safety and security in the facilities industry
Assessment criteria
The learner can: 4.1 identify the importance of following security procedures in the workplace 4.2 state what action to take in the event of fire 4.3 state what action to take in the event of an accident or personal injury.

Range
4.1 security procedures Entering and exit, key control, suspicious circumstances/people. 4.2 action Report and evacuate.

Unit 101 Health, safety and security in the facilities industry

Supporting information

Guidance

Learning Outcome 1, Assessment Criteria 1.2 and 1.3

Tutors should note that they are only required to provide the learner with an **outline** of the employer and employee responsibilities under the current health and safety legislation.

Unit 102 Workplace hygiene in the facilities industry

UAN:	M/503/4079
Level:	Level 1
Credit value:	4
GLH:	26
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit covers the importance of personal and workplace hygiene within the facilities industry. Learners are required to know the importance of hygienic practices in the prevention and control of contamination and cross infection.

Learning outcome
The learner will: 1 Know why it is important to keep clean and hygienic in the workplace
Assessment criteria
The learner can: 1.1 state the importance of wearing clean clothes in the workplace 1.2 state why some types of jewellery and accessories may not be worn 1.3 state the importance of keeping hair, skin and nails clean and hygienic 1.4 state why it is important to follow organisational requirements for hand hygiene 1.5 state the importance of hand washing.

Learning outcome
The learner will: 2 Know the use of Personal Protective Equipment (PPE) within the facilities industry
Assessment criteria
The learner can: 2.1 list types of personal protective equipment used in job roles within the facilities industry 2.2 state why it is important to wear personal protective equipment within the facilities industry 2.3 state how to care for used personal protective equipment within the facilities industry 2.4 state how to dispose of used personal protective equipment within the facilities industry 2.5 state the importance of disposing of used personal protective equipment correctly.

Range
<p>2.1, 2.2, 2.3, 2.4, 2.5 personal protective equipment Uniform, gloves, closed in shoes, safety shoes and boots, plastic aprons, goggles, masks, hats, disposable overalls, ear defenders.</p> <p>2.1 job roles</p> <ul style="list-style-type: none"> • Soft services: Cleaner, receptionist, porter, grounds person, housekeeping, laundry worker, caretaker, catering, food preparation and service staff, refuse and recycling operatives • Hard services: engineers, electrician, plumber, security personnel. <p>2.3 care Laundering, disposal, storage, cleaning.</p> <p>2.4 dispose Incineration, clinical waste, laundering.</p>

Learning outcome
<p>The learner will:</p> <p>3 Know how to prevent and control contamination and cross-infection within the facilities industry</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 state cleaning principles that can be used in order to avoid contamination and risk of infection in the facilities industry</p> <p>3.2 state why it is important to report cuts and grazes</p> <p>3.3 state why it is important to cover cuts and grazes</p> <p>3.4 state why it is important to report illnesses that may affect their ability to work.</p>

Range
<p>3.1 facilities industry Food areas, high risk areas, waste areas, internal areas, public highways, grounds and parks, waste storage areas, car parks, play areas, waterways private land, land managed by other organisations, eg crown estates, Ministry of Defence, National Trust.</p>

Unit 102 Workplace hygiene in the facilities industry

Supporting information

Guidance

Learning Outcome 3, Assessment Criteria 3.1

Note that cleaning food areas does not include food preparation surfaces.

Learning Outcome 3, Assessment Criteria 3.2

Note that the reporting of cuts, grazes or illnesses relates to legislation.

Learning Outcome 3, Assessment Criteria 3.3

Note that covering cuts or grazes relates to contamination and cross-infection.

Unit 103 Introduction to working in the facilities industry

UAN:	H/503/4080
Level:	Level 1
Credit value:	3
GLH:	14
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit covers an introduction to employment in the facilities industry. The learner will know about places of work, job roles and the importance of team work and communication.

Learning outcome
The learner will: 1 Know about employment in the facilities industry
Assessment criteria
The learner can: 1.1 identify places of work in the facilities industry 1.2 identify the different service areas within the facilities industry 1.3 identify job roles in the facilities industry 1.4 identify ways to progress in the facilities industry.

Range
1.1 places of work Health care premises, educational establishments, hotels, prisons, offices, public buildings and amenities, transport services; airports, aeroplanes, stations, trains, ports, buses.
1.2 service areas Cleaning, catering, security, waste and recycling, works, grounds maintenance, laundry, portering, hospitality, transport.
1.3 job roles Soft services: Cleaner, receptionist, porter, grounds person, housekeeping, laundry worker, caretaker, catering, food preparation and service staff, refuse and recycling operatives. Hard Services: engineers, electrician, plumber, security personnel.
1.4 Progress Qualifications, professional development.

Learning outcome
The learner will: 2 Know how to work as part of a team
Assessment criteria
The learner can: 2.1 describe the importance of working as part of a team 2.2 state the importance of standards of behaviour in the workplace 2.3 state the importance of communicating with others in the workplace 2.4 state the methods of communication with others in the workplace 2.5 identify the effects of your work on others 2.6 describe types of problems that can occur within a team.

Range
2.2 standards of behaviour Punctuality, reliability, taking responsibility for own work load, appearance, following instructions. 2.3 others External (customers, general public), internal (work colleagues, supervisors). 2.4 methods Written (paper based or electronic), verbal, correct body language, two way radio, mobile phone. 2.6 types of problems Cultural, personality, different levels of work performance.

Unit 104 Prepare and clean washrooms

UAN:	K/503/4081
Level:	Level 1
Credit value:	4
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills
Aim:	This unit covers preparation and cleaning of washrooms. The learner is required to select and use PPE, equipment and chemicals in order to clean washrooms hygienically. They are required to follow safety precautions whilst working and return equipment and chemicals to the right place.

Learning outcome
The learner will: 1 Know how to prepare to clean washrooms
Assessment criteria
The learner can: 1.1 explain the importance of maintaining hygiene: <ul style="list-style-type: none"> • personal • of the work area 1.2 identify the equipment and chemicals required 1.3 identify the Personal Protective Equipment (PPE) 1.4 identify the safety precautions required.

Range
Equipment Colour coded mop, cloths, buckets, abrasive pad, consumables.
Chemicals Hard surface cleaner, toilet cleaner, neutral detergent.
Personal Protective Equipment (PPE) Uniform, gloves, closed in shoes, plastic aprons.
Safety precautions Safety signs, ventilation.

Learning outcome
The learner will: 2 Be able to prepare to clean washrooms
Assessment criteria
The learner can: 2.1 wear Personal Protective Equipment (PPE) 2.2 select the equipment and chemicals required 2.3 apply safety precautions required.

Range
Personal Protective Equipment (PPE) Gloves, closed in shoes, plastic aprons.
Equipment Colour coded mop, cloths, buckets, abrasive pad, consumables.
Chemicals Hard surface cleaner, toilet cleaner, neutral detergent.
Safety precautions Safety signs, ventilation.

Learning outcome
The learner will: 3 Know how to clean washrooms
Assessment criteria
The learner can: 3.1 identify the correct chemicals for the removal of different types of soil 3.2 describe the key stages of cleaning washrooms in order to avoid contamination and risk of infection: <ul style="list-style-type: none"> • remove waste • clean wash basins, fixtures and fittings • clean toilets/urinals • replenish consumables • clean floor • return the work area to use • dispose of waste in an environmentally friendly manner.

Range
Waste Litter, organic waste, dust, debris.
Environmentally friendly manner Waste paper recycled, waste solutions appropriately disposed of.

Learning outcome
The learner will: 4 Be able to clean washrooms
Assessment criteria
The learner can: 4.1 remove waste and debris from washrooms 4.2 clean wash basins, fixtures and fittings to avoid risk of infection or contamination 4.3 clean toilets/urinals to avoid risk of infection or contamination 4.4 replenish consumables to company standards 4.5 clean floor to avoid risk of infection or contamination 4.6 return the work area to use 4.7 dispose of cleaning waste in an environmentally friendly manner 4.8 clean and return equipment to the right place 4.9 return chemicals to the right place.

Range
Waste Litter, organic waste, dust.
Cleaning waste Waste paper, cleaning chemicals/solutions, cleaning materials eg cloths mop-heads.

Unit 105 Introduction to waste and recycling

UAN:	A/503/4134
Level:	Level 1
Credit value:	7
GLH:	46
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit introduces the learner to the procedures for accepting, collecting, removing and disposing of waste and recyclable materials. Learners are required to know safe working practices when clearing waste and operating equipment and vehicles.

Learning outcome
The learner will: 1 Know how to accept and collect waste and recyclable materials
Assessment criteria
The learner can: 1.1 identify types of waste for collection 1.2 identify types of waste that can be recycled 1.3 identify Personal Protective Equipment (PPE) required for waste collection 1.4 identify types of containers used for collecting waste 1.5 describe types of hazards when collecting waste 1.6 describe handling procedures for types of waste 1.7 state the importance of segregating recyclable materials: <ul style="list-style-type: none"> • at acceptance point • at collection point.

Range
Types of waste Paper, glass, plastic, metal, liquid, clinical, general domestic, food, composting waste, asbestos, chemicals, animal and human waste, pests dead and alive, hazardous and non-hazardous.
Types of waste that can be recycled Paper, glass, plastic, metal, liquid, general domestic, composting waste, textiles.
Personal protective equipment (PPE) Heavy duty gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks, hard hat.

Containers

Plastic bags(colour coded), rigid containers, sharp bins, litter bins.

Hazards

Dangerous site/access, toxic materials, traffic and routing problems, split bags, unsuitable or damaged containers/receptacles.

Handling procedures

Manual handling, protecting yourself with gloves, not disseminating bacteria whilst removing waste, security of waste, labelling of waste, classification of waste.

Learning outcome

The learner will:

2 Be able to remove and dispose of waste

Assessment criteria

The learner can:

- 2.1 remove different types of waste
- 2.2 select and use suitable **Personal Protective Equipment (PPE)** for removing and disposing of waste
- 2.3 dispose of waste according to work instructions
- 2.4 use correct manual handling techniques when removing waste.

Range**Personal protective equipment (PPE)**

Heavy duty gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks, hard hat

Learning outcome

The learner will:

3 Know how to work safely

Assessment criteria

The learner can:

- 3.1 identify **persons** affected by the work being undertaken
- 3.2 describe **types of safety information** provided by employers to employees
- 3.3 describe **where to find safety information**
- 3.4 state the **differences** between lone working and team working
- 3.5 list **factors** that could make the work environment more dangerous
- 3.6 identify ways in which own **working practices** can damage the environment
- 3.7 state the current legislation for waste and recycling
- 3.8 identify **manual handling techniques**
- 3.9 state what is meant by hazardous and non hazardous materials.

<p>Range</p> <p>Persons Yourself, workmates, public, trespassers, visitors, vulnerable groups/individuals.</p> <p>Types of safety information Training, work instructions eg do's and don'ts, policies and procedures, safety manuals, posters eg safety, colour coded, sharp bin, hazards.</p> <p>Where to find safety information Line managers, health and safety officer, on equipment and vehicles, notice boards, safety manuals, posters.</p> <p>Differences Lone working: contact policy, access to first aid, personal security, no one to look out for dangers. Team working: shared labour, size of workload.</p> <p>Factors Location, weather, general public, lighting, level of pedestrian or vehicle traffic, time of day.</p> <p>Working practices Failing to report dangerous objects and waste, failing to secure vehicles and containers holding waste, spillages.</p> <p>Manual handling techniques Lifting, lowering, pushing and pulling.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>4 Know how to operate waste and recycling equipment and vehicles safely</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 state types of equipment and vehicles used in waste and recycling operations</p> <p>4.2 state the importance of following operating procedures for equipment and vehicles</p> <p>4.3 identify faults in equipment and vehicles</p> <p>4.4 state who equipment and vehicles faults should be reported to</p> <p>4.5 describe how to work safely when using equipment and vehicles</p> <p>4.6 state how to maintain security of equipment and vehicles.</p>

Range**Equipment and vehicles**

Barrow, movable container, mechanical street cleaner, refuse and recycling lorries, tractor, shredder, baler, segregator, pallet truck.

Safely

Cleanliness, all parts operable, safety guards in place, signals, drivers vision, manoeuvring vehicles, not causing an obstruction, safety of other road users and passers by, safety of passengers, road worthiness.

Security

Vehicles: parking, locking, removal of keys, immobilisation of vehicle loading mechanisms.

Equipment: locking, removal of keys, correct storage.

Unit 105 Introduction to waste and recycling

Supporting information

Guidance

Learning Outcome 3, Assessment Criteria 3.7

Note current legislation would cover Environmental Protection Act 1990, Environment Act 1995, Landfill Act and Health & Safety at Work Act (HASAW).

Tutors should check the following websites for updates to legislation:

<http://environmentagency.net/>

http://www.wrap.org.uk/wrap_corporate/about_wrap.

<http://ec.europa.eu/environment/waste/index.htm>

<http://www.defra.gov.uk/>

Learning Outcome 1, Assessment Criteria 1.2

Tutors should ensure that the learner is aware of the waste hierarchy as per the Waste Framework Directive. The hierarchy is as follows:

- waste prevention
- preparing for re-use
- recycling
- other recovery eg energy from waste
- final disposal ie landfill.

Unit 106 Using resources in a sustainable way within the facilities industry

UAN:	T/503/4083
Level:	Level 1
Credit value:	4
GLH:	26
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit covers the efficient and sustainable use of key resources in the facilities industry. The learner will know how to reduce wastage and minimise damage to the environment.

Learning outcome
The learner will: 1 Know how to use key resources in a sustainable way within the facilities industry
Assessment criteria
The learner can: 1.1 describe the use of the following key resources within the facilities industry : <ul style="list-style-type: none"> • energy • water • equipment and materials • people 1.2 identify opportunities for reducing wastage of the key resources within the facilities industry: <ul style="list-style-type: none"> • energy • water • equipment and materials • people 1.3 outline how reducing wastage of key resources would benefit an organisation 1.4 identify ways in which an individual can work in an environmentally friendly manner.

Range**Facilities industry**

Cleaning, catering, security, waste and recycling, works, grounds and maintenance, laundry, portering, hospitality, transport.

Reducing wastage

Energy: turning off electrical sources when not in use, use of cleaning chemicals and detergents that can be used with cold water.

People: work schedules/specifications, rotas, training staff, carrying out the job at the most efficient time of day.

Water: dilution rates, not leaving taps running.

Equipment and materials: correct use of chemicals and equipment, correctly dilute chemicals, re-use equipment, use of micro-fibre cloths to minimise chemical use, use multi-purpose equipment and materials, use of consumables ie toilet paper.

Learning outcome

The learner will:

- 2 Understand the impact that the facilities industry has on the environment

Assessment criteria

The learner can:

- 2.1 describe **working practices** that can cause damage to the environment
- 2.2 state who to report environmental problems to
- 2.3 describe the **impact** of the damage on the environment
- 2.4 state the importance of complying with legislation on environmental protection.

Range**Working practices**

Lack of recycling, incorrect disposal of waste, incorrect use of equipment and materials.

Impact

Pollution (air and noise), increased landfill space, soil contamination, water shortages.

Unit 106 Using resources in a sustainable way within the facilities industry

Supporting information

Guidance

Learning Outcome 2, Assessment Criteria 2.3

Tutors should ensure that the learner is aware of the waste hierarchy as per the waste framework directive. The hierarchy is as follows:

- waste prevention
- preparing for re-use
- recycling
- other recovery eg energy from waste
- final disposal ie landfill.

Unit 107 Customer Service within the Facilities Industry

UAN:	Y/503/6814
Level:	1
Credit value:	3
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	The unit gives learners a basic understanding of the importance of good customer service within the facilities industry.

Learning outcome
The learner will: 1 Know the benefits of good customer service
Assessment criteria
The learner can: 1.1 outline what good customer service is 1.2 state the benefits of good customer service 1.3 describe good service for different customer groups 1.4 identify different dress codes for job roles .

Range
<p>1.1 Good customer service Meeting and/or exceeding customer expectation, dealing effectively with customer requests and complaints, positive attitude, good service knowledge, appropriate verbal and non-verbal communication with external and internal customers, good personal presentation</p> <p>1.2 Benefits To the business: reputation, gaining new clients To the customer: meet and/or exceed expectations, customer satisfaction, positive experience, accuracy and reliability of information, local knowledge To the employee: secure employment, job satisfaction, improved morale, effective teamwork</p> <p>1.3 Different customer groups External customers: contractors, visitors Internal customers: colleagues in the same department and different departments, supervisors, managers, residents, patients Customers with specific needs: visual/hearing/physical impairment, non-English speaking</p> <p>1.4 Job roles Soft services: Cleaner, receptionist, porter, grounds person, housekeeping, laundry worker, caretaker, catering staff, refuse and recycling operatives Hard Services: engineers, electrician, plumber, security personnel</p>

Learning outcome
The learner will: 2 know how to communicate with customers in the facilities industry
Assessment criteria
The learner can: 2.1 state methods of communication 2.2 identify the benefits of good communication 2.3 state how to deal with routine customer needs

Range
<p>2.1 communication Verbal: face to face, telephone Non-verbal: email, text message, daily log/handover book, body language</p> <p>2.2 Benefits Providing customers with accurate information, avoiding misunderstandings, reduce complaints, effective team work, customer satisfaction</p> <p>2.3 How to deal Promptly, politely, effectively, accurately, reporting/recording incidents Customer needs Providing information, answering queries, giving directions, complaints</p>

Unit 108 Graffiti removal by hand

UAN:	K/502/6739
Level:	1
Credit value:	5
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit is about removing graffiti by hand on a range of surfaces. The work may be organised by local authorities, private contractors or environmental and community groups who are involved in cleaning in the local neighbourhood. The unit focuses on identifying which surfaces should or should not be cleaned by hand, selection and use of the appropriate cleaning materials and equipment and the different methods of removing graffiti.

Learning outcome
The learner will: 1 Know the types of surfaces
Assessment criteria
The learner can: 1.1 identify different types of porous surfaces 1.2 identify different types of non-porous surfaces 1.3 Identify surfaces that should be referred for specialist advice

Range
Porous Brick, stone/rock (sandstone, limestone, marble, slate), concrete, wood, granite, painted surfaces
Non-porous Glass, street furniture (bins, lights, columns, street/road signs, benches), linoleum, vinyl, metal
Surfaces Trees, historic buildings/monuments, places of worship, sculptures, art works/murals, plastics

Learning outcome
The learner will: 2 Know the equipment and materials for removing graffiti
Assessment criteria
The learner can: 2.1 List the equipment and materials required for removing graffiti 2.2 Identify hazardous materials 2.3 Describe the effects of using incorrect cleaning equipment and materials 2.4 Explain how to remove graffiti from surfaces treated with anti graffiti coatings

Range
Equipment and materials Personal Protective Equipment (PPE), solvents (liquids/sprays/gels/wipes), acids, alkalis, detergents, buckets, scrub brush (hard, soft), water, cloths, scrapers, Abrasive pads (hard, soft), waste container (bags, bins)
Hazardous materials Flammable, corrosive, irritant, harmful, toxic, oxidising
Effects Plastics: clouding Limestone/marble: etching, scratching (by acids and harsh techniques) Road signs: removal of reflective coating and damage to the fabric Porous surfaces: can cause graffiti to penetrate further into surface
Anti-graffiti coatings Short- and long-lasting

Learning outcome
The learner will: 3 Be able to remove graffiti
Assessment criteria
The learner can: 3.1 Identify areas where permission may be required before removing graffiti 3.2 Describe different methods of removing graffiti 3.3 Name types of surface on which graffiti is located 3.4 Describe situations in which it is not safe to remove the graffiti 3.5 Select and use equipment and materials in line with manufacturers' instructions 3.6 Select and use Personal Protective Equipment (PPE) in line with manufacturers' instructions 3.7 Hand remove graffiti from surfaces 3.8 Dispose of hazardous and/or non hazardous waste in accordance with manufacturers' instructions 3.9 Communicate information to relevant persons and groups

Range**Areas**

Private property; commercial, industrial, domestic dwellings, passenger transport, places of worship, advertising hoardings, bus shelters, smoking canopies

Public property; trees, historic buildings/monuments, building conservation areas, sculptures, art works/murals, public information boards

Methods

Hand removal, pressure washer removal

Not safe to remove

Personal conflict, location, height, safe access and egress, public access, traffic conditions, weather, ventilation

Surfaces

Porous, non porous

Information

Inability to complete tasks (e.g. work at height, private property, work for other teams), can work be completed within given timescales, accidental damage to surfaces, inform manager that job is completed, any relevant documentation

Relevant persons and groups

Supervisor, line manager, community groups, owners of private property

Unit 109 Servicing of accommodation facilities

UAN:	D/503/6815
Level:	1
Credit value:	4
GLH:	19
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit covers the daily cleaning and servicing requirements to be carried out in accommodation facilities.

Learning outcome
The learner will: 1 Know the job roles within accommodation facilities
Assessment criteria
The learner can: 1.1 identify job roles 1.2 describe the responsibilities of different job roles.

Range
1.1 Job roles Room attendant, housekeeper, supervisor
1.2 Responsibilities Maintain cleaning standards, customer satisfaction, health safety and security, reporting of faults, communication with other departments

Learning outcome
The learner will: 2 Know how to service accommodation facilities
Assessment criteria
The learner can: 2.1 identify the equipment, chemicals and linen required for servicing accommodation facilities 2.2 identify the Personal Protective Equipment (PPE) suitable for the task 2.3 identify safety precautions to be taken when servicing accommodation facilities 2.4 identify cleaning principles to be followed in order to avoid contamination 2.5 identify types of waste to be disposed of

<p>Range</p> <p>2.1 Equipment: colour coded mop, cloths and buckets, abrasive pad, consumables, vacuum cleaner Chemicals: hard surface cleaner, toilet cleaner, neutral detergent, glass cleaner, metal cleaner Linen: bed linen, towels</p> <p>2.2 PPE uniform, gloves, closed in shoes, plastic aprons</p> <p>2.3 Safety precautions safety signs, ventilation, equipment checks</p> <p>2.4 Cleaning principles clean to dirty cleaning, leaving surfaces dry, high to low, contact time with chemicals</p> <p>2.5 Types of waste Paper, glass, plastic, consumables</p>

<p>Learning outcome</p> <p>The learner will: 3 Be able to service accommodation facilities</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 select the equipment, chemicals and linen required for servicing accommodation facilities</p> <p>3.2 wear suitable Personal Protective Equipment (PPE) for the task</p> <p>3.3 follow safety precautions to be taken when servicing accommodation facilities</p> <p>3.4 service accommodation facilities in accordance with organisational specifications.</p> <p>3.5 follow cleaning principles in order to avoid contamination</p> <p>3.6 dispose of waste in an environmentally friendly manner</p>

<p>Range</p> <p>3.1 Equipment: colour coded mop, cloths, buckets, abrasive pad, consumables, vacuum cleaner Chemicals: hard surface cleaner, toilet cleaner, neutral detergent, glass cleaner, metal cleaner Linen: bed linen, towels</p> <p>3.2 PPE uniform, gloves, closed in shoes, plastic aprons</p> <p>3.3 Safety precautions safety signs, ventilation, equipment checks, follow lone worker policies</p>

3.4 Accommodation facilities:

- **bathrooms/washrooms**

Clean to dirty cleaning, sorting of towels avoiding unnecessary laundry, respect of customer wishes (towels, occupied rooms)

- **bedrooms/apartments**

Strip and remake beds, sorting of linen, collecting clean linen and separating dirty linen, clean soft furnishings

3.5 Cleaning principles

Clean to dirty cleaning, leaving surfaces dry, high to low, contact time with chemicals

3.6 Environmentally friendly manner

waste solutions appropriately disposed of , separating recyclable waste e.g. glass, plastic, paper

Unit 109 Servicing of accommodation facilities

Supporting information

Guidance

Lone working

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 110 Servicing conferences and meetings

UAN:	K/503/6817
Level:	1
Credit value:	2
GLH:	16
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit is about the role of staff in supporting conferences and meetings.

Learning outcome
The learner will: 1 Know the role of staff within conferences and meetings
Assessment criteria
The learner can: 1.1 state the different types of tasks which support customer conferences and meetings 1.2 state staff responsibilities in maintaining security 1.3 outline the importance of personal hygiene and presentation 1.4 state the importance of communication with internal and external customers

Range
1.1 Types of tasks Prepare the room, report faults, move furniture, provide and replenish refreshments, provide and set up equipment, clear the room after conferences or meetings
1.2 Responsibilities Aware of customer personal property, follow security procedures (e.g. lock empty rooms), report suspicious circumstances
1.3 Personal hygiene and presentation Health safety and hygiene, clean uniform, appropriate footwear, clean hair, hands and nails, appropriate use of cosmetics and jewellery, present a positive image of the organisation
1.4 Importance of communication Communication with internal customers: following briefing instructions, effective team work, health, safety and security Communication with external customers: awareness of special requirements, health, safety and security, timings

Learning outcome

The learner will:

2 be able to set up and clear a conference or meeting room

Assessment criteria

The learner can:

- 2.1 collect and set up **equipment, tableware and consumables** required for conferences and meetings
- 2.2 **maintain a room** during conferences or meetings
- 2.3 clear room according to instructions

Range**2.1**

Equipment: Furniture, visual aids, pads, pens and folders

Tableware: Glasses, crockery, coasters

Consumables: refreshments

2.2 Maintain a room

Replenish tableware and consumables: Glasses, crockery, refreshments
dispose of waste, maintain layout and appearance of the room, report faults e.g., faulty light bulbs, check room environment e.g. temperature/ventilation, health and safety

Unit 111

Minor repairs and maintenance of property and premises

UAN:	M/503/6818
Level:	1
Credit value:	4
GLH:	26
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit is about carrying out minor repairs and maintenance of property and premises, both internally and externally.

Learning outcome
The learner will: 1 Know the work environments within property maintenance
Assessment criteria
The learner can: 1.1 identify different places of work 1.2 describe the work responsibilities

Range
1.1 Places of work Internal and external areas of: Health care premises, educational establishments, hotels, prisons, offices, public buildings and amenities, airports, stations, ports, catering establishments, social housing
1.2 Responsibilities Reporting faults outside of own responsibility, carrying out minor repairs (e.g. wiring a plug, unblocking a sink, patch and repair wall surfaces), maintaining health safety and security, communicating with internal and external customers, maintaining property (e.g. sweeping paths, removing waste and salting icy paths)

Learning outcome
The learner will: 2 know how to carry out minor repairs and maintenance on property and premises
Assessment criteria
The learner can: 2.1 Identify the area and items to be repaired 2.2 describe the importance of checking tools and equipment before carrying out tasks 2.3 Describe how to prepare work areas 2.4 Describe the importance of reporting faults and damage outside of own responsibility 2.5 State who to report faults and damage to 2.6 State safe working practices 2.7 State the importance of following manufacturers' instructions when using tools, equipment and materials 2.8 List Personal Protective Equipment (PPE) for different types of maintenance and repairs 2.9 State the importance of completing work in a timely manner

Range
2.2, 2.7 Tools and equipment Hammer, screwdriver, chisel, drill, spirit level, plane, measuring tape, hand-saw, shovel, step-ladder, plunger, spanner, hard brush, litter-picker, dust pan and brush
2.3 Prepare work areas Cordon off work area, safety signs, protect area e.g. dust sheets
2.6 Safe working practices Safety signs, ventilation, equipment checks, PPE, safe practice for lone working, use of Control of Substances Hazardous to Health (COSHH) data sheets, weather conditions
2.8 Personal Protective Equipment (PPE) Gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks

Learning outcome

The learner will:

- 3 Be able to carry out minor repairs and maintenance on property and premises

Assessment criteria

The learner can:

- 3.1 select and use appropriate **personal protective equipment (PPE)** for the task
- 3.2 **Prepare work areas**
- 3.3 Carry out **minor repairs and maintenance**
- 3.4 Follow **safe working practices** using equipment, tools and materials
- 3.5 Carry out final checks on minor repairs and maintenance
- 3.6 clean and lubricate equipment and tools as necessary and return to the right place
- 3.7 remove different **types of waste**

Range**3.1 Personal Protective Equipment (PPE)**

gloves, safety shoes or boots, uniform, hi visibility jacket, goggles, masks

3.2 Prepare work areas

Communicate with internal and external customers, cordon off work area, safety signs, protect area e.g. dust sheets

3.3 minor repairs and maintenance

Wiring a plug, unblocking a sink, patch and repair wall surfaces

3.4 Safe working practices

safety signs, ventilation, equipment checks, PPE, safe practice for lone working, use of Control of Substances Hazardous to Health (COSHH) data sheets, weather conditions

3.7 types of waste

hazardous, non-hazardous, recyclable

Unit 111 Minor repairs and maintenance of property and premises

Supporting information

Guidance

Lone working

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.

AC 3.3 Guidance on minor repairs and maintenance

Tutors should ensure that there is a spare plug available to be kept and used only for this exercise. Learners would not be expected to wire something that is going to be used on electrical equipment such as a kettle due to health and safety risks.

Unit 112 Clean high risk areas

UAN:	T/503/6819
Level:	1
Credit value:	4
GLH:	22
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit is about cleaning high risk areas. It also covers how to prevent the spread of infection and contamination by following relevant processes and procedures.

Learning outcome
The learner will: 1 understand the term “high risk area”
Assessment criteria
The learner can: 1.1 describe what a high risk area is 1.2 list different work environments which may be considered high risk areas

Range
1.2 different work environments care/nursing homes, hospices, nurseries, day care centres, hospital wards, operating theatres, laboratories, clinical rooms, ambulances,

Learning outcome
The learner will: 2 Know how to reduce cross-contamination to and from high risk areas
Assessment criteria
The learner can: 2.1 describe the importance of following procedures when entering and leaving a high risk area 2.2 describe requirements for entering and leaving a high risk area 2.3 state types of Personal Protective Equipment (PPE) that must be worn in a high risk area 2.4 state the importance of hand washing in a high risk area 2.5 state the importance of reporting cuts or grazes 2.6 state the importance of covering cuts and grazes 2.7 state the importance of reporting illnesses 2.8 state who to report problems to

Range
<p>2.1 Importance To reduce the spread of infection from the outside area into the high risk area. To reduce the spread of infection from the high risk area to the outside areas.</p> <p>2.2 Requirements Entering: PPE e.g. aprons, masks, gown, gloves, overshoes. Washing hands, check for permission to enter, removal of personal items e.g. mobile phones, jewellery. Leaving: removal and disposal of PPE, washing hands, clean equipment and leave it in designated areas.</p> <p>2.3 Personal Protective Equipment (PPE) Aprons, masks, gown, gloves, overshoes</p> <p>2.8 Who to report problems to Supervisor, infection control officer</p>

Learning outcome
The learner will: 3. Be able to clean high risk areas
Assessment criteria
<p>The learner can:</p> <p>3.1 follow hand washing procedures on entering high risk area 3.2 select and wear Personal Protective Equipment (PPE) as required 3.3 prepare equipment, materials and chemicals required for cleaning 3.4 display relevant signage prior to cleaning high risk areas 3.5 collect waste and debris and place in an appropriate container for collection 3.6 clean fixtures, fittings, equipment and surfaces to avoid risk of infection or contamination 3.7 replenish consumables as required 3.8 clean cleaning equipment and leave in designated areas 3.9 check the cleaned area, remove and dispose of PPE and cloths where appropriate 3.10 Follow hand washing procedures on leaving high risk area</p>

Range
<p>3.2 Personal Protective Equipment (PPE) aprons, masks, gown, gloves, overshoes</p> <p>3.3 equipment, materials and chemicals colour coded mop, cloths, buckets, Chemicals e.g. hard surface cleaner, toilet cleaner, neutral detergent, disinfectant, sanitiser</p>

Unit 112 Clean high risk areas

Supporting information

Guidance

This unit is specialised in nature and relates to working in high risk areas across a broad range of locations and is not specifically geared to hospital environments. The focus is on situations where learners will have to move from regular cleaning into cleaning high risk areas such as in care homes, day care centres, nurseries and highlights the importance of following procedures when entering/leaving and working in high risk areas.

The unit can only be carried out in one of the high risk areas identified in Assessment Criteria 1.2 and cannot be simulated in other environments

Unit 113 Manual street cleaning

UAN:	T/503/6822
Level:	1
Credit value:	2
GLH:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills.
Aim:	This unit is about knowing how to remove litter and refuse and manually clean streets and public areas.

Learning outcome
The learner will: 1 know how to prepare for manual street cleaning
Assessment criteria
The learner can: 1.1 describe the content of the beat schedule 1.2 state the importance of the beat schedule 1.3 state the required Personal Protective Equipment (PPE) 1.4 identify the correct equipment and materials 1.5 identify checks required before using equipment 1.6 state the grades of cleanliness for litter as outlined in the code of practice on litter and refuse

Range
1.3 Personal Protective Equipment (PPE) High visibility and waterproof clothing, heavy duty gloves, footwear/toe protectors
1.4 Equipment Barrow, brushes, shovels, litter pickers, scraper, sharps containers, colour coded bags, two way radio/mobile phone, hand leaf scoops, dust pan and brush
Materials Chewing gum freezer, hand gel

Learning outcome
The learner will: 2. know how to carry out manual street cleaning
The learner will: 2. know how to carry out manual street cleaning
Assessment criteria
The learner can: 2.1 state the importance of assessing areas before cleaning 2.2 identify actions to reduce health and safety risks to members of the public and yourself 2.3 list types of litter that should be segregated 2.4 state the methods used to remove litter and refuse, and clean areas 2.5 describe the procedure for emptying street bins 2.6 state the importance of following the beat schedule 2.7 list information that needs to be communicated to relevant persons and groups 2.8 state how equipment and materials should be returned, cleaned and stored

Range
2.1, 2.4 Areas Artificial surfaces: e.g. roads, footpaths, car parks, pedestrian areas Natural surfaces: e.g. grounds and grassed areas
2.2 Actions parking barrow, securing barrow, keep barrow on or off the highway, identifying hazardous waste, removing trip hazards, wearing PPE, following highway code, report incident/problems outside of own area of responsibility
2.3 Types of litter Litter, leaves, fouling, body emissions, animal carcasses, clinical waste, sharps
2.4 Methods Litter picking, scooping, scraping, sweeping, shovelling
2.5 Procedure Gather bag from the outside, remove bag, seal the bag, place for collection
2.6 Importance ensure that litter and refuse is ready for collection at the correct time and place, ensure cleaning takes place at suitable times, maintain safe and hygienic conditions and comply with codes of practice
2.7 Information Incidences of fly-tipping, inability to complete tasks, accidental damage to surfaces, inform manager that job is completed, any relevant documentation (e.g. incident report forms), abuse
Relevant persons and groups Supervisor, line manager, businesses, emergency services
2.8 Equipment: barrow, brushes, shovels, litter pickers, scraper, sharps containers, colour coded bags, two way radio/mobile phone, hand leaf scoops, dust pan and brush
Materials: chewing gum freezer, hand gel

Unit 113 Manual street cleaning

Supporting information

Guidance

Learning outcome 1 Assessment Criteria 1.1, 1.2

Definition of beat schedule

This document illustrates the route a street operative will follow showing all litter bins and pick up points and any additional requirements e.g. heavy footfall, priority areas, received information from member of the public. It may refer to the code of practice on litter and refuse (DEFRA Department for Environment, Food and Rural Affairs 2006)

Learning outcome 1, Assessment Criteria 1.5

Examples of equipment checks to be made are as follows:

- Barrow stable, clean and with attached equipment (e.g. brushes, brooms) in safe working order
- Litter pickers oiled
- Radio/phone charged and working

Appendix 1 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.

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 e-volve assessments.

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

F: +44 (0)20 7294 2413

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About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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