

# **Level 2 Award/Certificate/Diploma in Cleaning and Support Services Skills (7648-02)**

## **Candidate Logbook**

Award – 500/8105/6

Certificate – 500/8104/4

Diploma – 500/8182/2



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Award – 500/8105/6

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# 1 About your candidate logbook

## 1.1 Contact details

<b>Candidate name</b>	
<b>Unique candidate number</b>	
<b>Centre name</b>	
<b>Centre number</b>	
<b>Qualification start date</b>	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

<b>Your Assessor(s)</b>	
<b>Your Internal Verifier</b>	
<b>Centre Contact</b>	

## 1.2 Introduction to the logbook

This logbook will help you complete your qualification. It contains:

- the units you need to achieve to complete your Award/Certificate/Diploma
- information about your responsibilities as a candidate
- forms you can use to record and organise your evidence.

It will also tell you:

- about the qualification
- what you need to do to complete your Award/Certificate/Diploma
- who will help you.

### **About City & Guilds**

City & Guilds is your awarding organisation for the Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills. City & Guilds is the UK's leading awarding organisation for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **[www.cityandguilds.com](http://www.cityandguilds.com)**.

## 2 About the qualification

The Award/Certificate/Diploma in Cleaning and Support Services Skills are nationally recognised qualifications gained in the workplace. They are based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. This qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

This qualification is assessed in the work place. Therefore, you should be carrying out the type of work involved in this qualification, or expect to carry it out in the future. If you are not in work, your centre will need to arrange a work placement for your assessment.

## 3 About the approved centre

### 3.1 Types of approved centre

Assessment for your qualification will be carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these.

City & Guilds approves centres to offer these qualifications and regularly monitors them to make sure they meet our quality standards and follow our assessment policies.

### 3.2 Approved centre responsibilities

Your centre is responsible for the administration of your qualification. Centre staff will:

- register you with City & Guilds
- give you your City & Guilds enrolment number
- apply for your certificate(s) when you have completed your qualification or units.

Centres are also responsible for supporting you as you work towards your qualification. Your centre will:

- carry out an initial assessment with you
- tell you about any learning or training (and resources) you will need to help you complete your qualification
- provide an induction programme to explain how the qualification assessment process works
- produce an assessment plan for you.

### 3.3 Assessment roles

The following people at your centre will help you achieve your qualification.

#### The assessor

The assessor is the person you will have the most contact with as you work towards your qualification.

Your assessor will:

- help you identify any training you need
- agree an assessment plan with you
- help you plan and organise your workload and evidence
- observe you carrying out your job in the workplace over a period of time
- ask you questions about the work you do
- make decisions about your evidence
- judge when you are competent and meet the national standards
- give you feedback about your evidence and competence.

Your assessor may be your manager or supervisor at work. You may have more than one assessor depending on which units of the qualification you take.

**The internal verifier**

The internal verifier maintains the quality of assessment within the centre.

**The external verifier**

The external verifier is employed by City & Guilds to ensure that your centre meets the required national standards for quality and assessment.

**The mentor**

The mentor is someone in your workplace who can help and support you as you are working towards your qualification but does not carry out assessments. They may be able to provide you with witness testimony for your qualification.

**Witnesses**

Witnesses do not judge your overall competence but may provide statements about your performance which can be used as evidence of your work.

## 4 About candidates

### 4.1 Candidate role and responsibilities

Your responsibilities as a City & Guilds candidate are to:

- provide your centre with personal details so you can be registered with City & Guilds
- participate in an initial assessment and induction
- agree a personal assessment plan with your assessor
- collect and organise your evidence as agreed in your assessment plan
- attend regular meetings with your assessor to discuss your progress and to amend your plan when required
- meet with other centre and City & Guilds staff to talk about your evidence and qualification
- make sure you understand and comply with Health and Safety law and regulations.

Your centre **may** ask you to agree and sign a learning contract with them to show how you will be assessed for your qualification.

### 4.2 Candidate enrolment number

Make sure you keep a note of your unique City & Guilds enrolment number on the front page of this logbook.

You will need this number again if you take any other City & Guilds qualifications. Using the same enrolment number helps City & Guilds keep a record of every unit and qualification you complete.

### 4.3 Moving to a new centre

If you change jobs or move to a new centre, before you complete this qualification, you may be able to complete it at a new centre. Ask your centre to apply for any certificates of unit credit for you before you leave, and add them to your records.

A new centre will need your candidate enrolment number, your assessment records and evidence to help you complete your qualification.

## 5 Assessment

### 5.1 Initial assessment

Before you start work on the Level 2 Award/Certificate/Diploma in Cleaning and Support Services Skills you will meet with your assessor to discuss what you need to do to complete your qualification. This can include:

- checking you are taking the right level
- checking you have chosen suitable units
- identifying any training or learning you will need to help you gain your qualification
- agreeing an assessment plan
- signing a learning contract.

### 5.2 Skill scan

As part of this meeting, you will discuss the skills and knowledge you may already have, and decide how this can be used towards your Level 2 Award/Certificate/Diploma in Cleaning and Support Services Skills. This process is sometimes called a Skill scan.

### 5.3 The assessment process

Once you have chosen your units you will make and agree an assessment plan with your assessor. This will show:

- the units the assessment plan covers
- when you will be assessed
- where the assessment will take place
- what you will be doing
- what evidence you will produce
- who will assess you.

The assessment plan should also indicate the methods of assessment to be used to collect your evidence. Evidence can include:

- observation by your assessor
- questioning – this could be verbal, written or computer based
- peer reports
- witness testimonies
- professional discussion

Your centre will explain the different types of evidence to you in more detail. There is an Assessment Plan Form you can use in this logbook.

## 6 Assessment method requirements

This guidance is based on and amplifies the Policies and Principles for Awarding Asset Skills Competence Units in the Framework.

### 6.1 Assessment Principles

- Assessment should normally be at the candidate's workplace. Where the opportunity to assess across the range of standards is unavailable, other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. For example, if the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- The health and safety of customers and employees must be maintained throughout the assessment process. If any person carrying out assessment or verification activities feels that due regard to health and safety is not being taken, they should refuse to continue with the activity/activities until satisfied that the situation has been resolved.

### 6.2 Simulation And Witness Testimony

There are a few occasions when simulation or witness testimony may be used and the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

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



## **Simulation**

Simulation may be necessary for specific elements of some units. Where simulation is necessary, demands on the candidate should be neither more nor less than they would encounter in a real work situation. In particular:

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

## **Witness Testimony**

Witness testimony should not form the main source of evidence. Centres must comply with City & Guilds guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

### **6.3 Recognition of prior learning and experience (RPL)**

Recognition of Prior Learning (RPL) recognises where the candidate's previous experience could contribute to a qualification.

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

## 7 Using your logbook

### Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

These are:

#### **Candidate job profile**

You can use this form to record your personal details if you don't already have a Candidate résumé/ CV.

#### **Skill scan/Initial assessment (Ref)**

This can be used to record the skills and knowledge you may already have. This may be part of your initial assessment.

#### **Expert/witness status list**

This is used to record the details of staff that will provide you with witness testimony.

#### **Assessment/Action Planning**

You and your assessor will use this form to feedback after each session. It will also enable you and your assessor to plan what actions need to be done before the next session.

#### **Candidate Progress**

This form is used to show which units you have chosen and how many units you have completed. When you have completed all of the units and are ready to ask for your certificate, you and your assessor will sign this.

#### **Please photocopy these forms as required.**

#### **Units** (Section 12 of this document)

These record where the evidence you produce meets the requirements of the unit. You should give each piece of evidence a portfolio reference number.

#### **Observation report** (Appendices 10 of this document)

Your assessor will complete during observation. You will both sign this as a true record.

#### **Incident/Occurrence Log** (Appendix 11 of this document)

This is for you to complete to record incidents or occurrences that occur during your normal working day.

Also available to download from [www.cityandguilds.com](http://www.cityandguilds.com) are some standard forms that you might want to include in your portfolio.

## 8 Candidate job profile

If you already have your own CV you can use that instead of this form.

Name: .....

Place of Work: .....

Assessor:.....

### **Outline of job role**

**Previous roles & responsibilities relevant to the qualification:**

**Previous qualification and training relevant to the qualification:**



## Skillscan/Initial assessment

<b>203</b>	<b>Develop yourself in the job role</b>		
	Have you identified areas of further development for yourself?		
	Do you know the importance of setting achievable targets for yourself, in your job role?		
<b>105</b>	<b>Work with others and follow reporting procedures</b>		
	Do you work with another colleague?		
	Do you know the importance of being able to work as part of a team?		
	Do you know what to do if a disagreement arises in your workplace?		
<b>106</b>	<b>Work individually and follow reporting procedures in a cleaning environment</b>		
	Do you work alone, without a supervisor or a customer?		
	Are you aware of the security arrangements in your workplace?		
	Do you deal with internal or external customers and are you aware of how you should interact with them?		
	Do you know the reporting procedures for health and safety, security and other workplace procedures?		
<b>205</b>	<b>Clean and maintain internal surfaces and areas</b>		
	Do you clean in a low risk area; this could be an office area or a school area for example?		
	Do you carry out dry/damp dusting?		
	Do you carry out dry/damp mopping and vacuum cleaning?		

## Skillscan/Initial assessment

<b>206</b>	<b>Clean and maintain external surfaces and areas</b>		
	Do you work outside using tools and machinery?		
	Do you adapt your working practices in line with available tools, equipment and environmental factors?		
<b>207</b>	<b>Deal with routine waste</b>		
	Do you handle waste while carrying out your cleaning duties?		
	Do you support waste collection?		
	Do you ensure that waste holding/collection areas are kept clean?		
<b>208</b>	<b>Clean washrooms and replenish supplies</b>		
	Do you clean washrooms?		
	Do you replenish disposables?		
<b>209</b>	<b>Clean high risk areas</b>		
	Do you clean areas which have a high risk of infection or contamination?		
	Are you aware of the procedures to ensure that you do not spread infection or contaminate a high risk area?		
<b>210</b>	<b>Clean confined spaces</b>		
	Do you work in areas where access is restricted and an atmospheric test is required?		
	Are you aware of the procedures to gain access?		
<b>211</b>	<b>Clean food areas</b>		
	Do you clean in a kitchen, food service area, food manufacturing premises, food production or food retailing?		
	Do you clean in line with the 'food safety management procedure'?		
	Do you have to dismantle any food production equipment and clean it?		
	Do you have any involvement in pest control?		

## Skillscan/Initial assessment

<b>212</b>	<b>Deep clean equipment and surfaces</b>		
	Do you carry out specialised cleaning, using non routine or specialist equipment?		
	Do you carry out specialised cleaning, using specialist chemicals and treatments?		
<b>213</b>	<b>Clean, maintain and protect semi-hard and hard floors</b>		
	Do you clean hard and semi-hard floors using brushes, mops and vacuum cleaners?		
	Do you remove ground in soil, protective coatings, and spillages from floors?		
	Do you apply protective coatings to floors?		
<b>214</b>	<b>Clean and maintain soft floors and furnishings</b>		
	Do you cosmetic clean carpets and soft furnishings, i.e. use of dry granule cleaning, bonnet mopping absorption or dry solvent application?		
	Do you remove ground in soil from carpets and soft furnishings, i.e. use of water extraction machines or shampooing?		
<b>215</b>	<b>Clean glazed surfaces and facades</b>		
	Do you clean windows, facades, marble or cladding?		
	Review assessment guidelines and add in as appropriate		
<b>216</b>	<b>Deal with non-routine waste</b>		
	Do you deal with hazardous waste, i.e. clinical waste or sharps?		
	Do you label all non routine waste?		

## Skillscan/Initial assessment

217	<b>Carry out maintenance and minor repairs</b>		
Do you carry out maintenance and minor repairs inside and outside of buildings?			
Do you use hand tools and other equipment?			
218	<b>Perform street cleansing manually</b>		
Do you clean outside areas using a brush and a barrow or cart?			
Do you remove litter and other items from public places, including grounds, streets, pavements, pedestrianised areas and car parks?			
Do you transfer litter to the correct collection areas?			
219	<b>Perform street cleansing mechanically</b>		
Do you carry out street cleansing using a vehicle or automated equipment?			
Do you have responsibility for a vehicle or machine?			
Do you remove litter and other items from public places, including grounds, streets, pavements, pedestrianised areas and car parks?			
220	<b>Work safely at heights (a height is defined as a place from which a person could be injured by falling, regardless of whether it is above, at or below ground level)</b>		
Do you work at a height?			
221	<b>Use a water-fed pole system to clean windows and facades</b>		
Do you operate a water-fed pole system?			
Do you maintain a water-fed pole system?			





# 11 Assessment/Action Planning

Candidate Name \_\_\_\_\_ Assessor Name \_\_\_\_\_ Date \_\_\_\_\_

Review of previous plan
-------------------------

Record of session
-------------------

Feedback on session
---------------------

Actions to be reviewed at next session	Date
--	------

Units/Outcomes completed

--	--	--	--	--	--

**Signature of candidate**.....

**Signature of assessor**.....

## 12 Summary of Achievement

**Candidate  
name:** \_\_\_\_\_

Candidate enrolment number: \_\_\_\_\_

Unique candidate number: \_\_\_\_\_

Centre number: \_\_\_\_\_

**Assessor(s) and Internal Verifier(s) must print their name and provide a sample signature in the table below. This is necessary for validating the signature provided by the Assessor/Internal Verifier to confirm that the candidate has met all of the necessary requirements to complete the specified unit.**

**Please see unit achievement list on the next page.**

### **Assessor(s)**

---

Assessor(s) Name  
(print)            1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Signature: \_\_\_\_\_

Countersigning  
Assessor(s) Name  
(print)            1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Signature: \_\_\_\_\_

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### **Internal Verifier(s)**

---

Internal Verifier(s)  
Name (print)        1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Signature: \_\_\_\_\_

Countersigning  
Internal Verifier(s)  
(print)            1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Signature: \_\_\_\_\_

---



## 13 Qualification structure, units and evidence requirements

### Level 2 Award in Cleaning and Support Services Skills

To achieve the Award you must achieve a minimum of 6 credits.

Unit Number	Unit Title	Unit accreditation number	Credit value
<b>Mandatory unit (3 credits):</b>			
201	Reduce risks to health and safety in the workplace	M/600/2775	3
<b>Optional units (a minimum of 3 credits):</b>			
205	Clean and maintain internal surfaces and areas	K/600/6324	4
206	Clean and maintain external surfaces and areas	M/600/6325	4
207	Deal with routine waste	T/600/6326	3
208	Clean washrooms and replenish supplies	J/600/6329	3
209	Clean high risk areas	A/600/6330	5
210	Clean confined spaces	F/600/6331	4
211	Clean food areas	J/600/6332	4
212	Deep clean equipment and surfaces	L/600/6333	6
213	Clean, maintain and protect semi-hard and hard floors	D/600/6336	4
214	Clean and maintain soft floors and furnishings	H/600/6337	4
215	Clean glazed surfaces and facades	M/600/6342	3
216	Deal with non-routine waste	T/600/6343	3
217	Carry out maintenance and minor repairs	A/600/6344	3
218	Perform street cleansing manually	F/600/6345	3
219	Perform street cleansing mechanically	J/600/6346	4
220	Work safely at heights	R/600/6348	3
221	Use a water-fed pole system to clean windows and facades	L/600/6350	4

## Level 2 Certificate in Cleaning and Support Services Skills

To achieve the Certificate you must achieve a minimum of 18 credits.

Unit Number	Unit Title	Unit accreditation number	Credit value
<b>Mandatory units (7 credits):</b>			
201	Reduce risks to health and safety in the workplace	M/600/2775	3
202	Communicate effectively in the workplace	D/600/6322	2
203	Develop yourself in the job role	R/600/6351	2
<b>A minimum of 2 credits from:</b>			
105	Work with others and follow reporting procedures	J/600/6279	2
106	Work individually and follow reporting procedures in a cleaning environment	A/600/6280	3
<b>A minimum of 9 credits, achieved from at least three units from 205-221:</b>			
205	Clean and maintain internal surfaces and areas	K/600/6324	4
206	Clean and maintain external surfaces and areas	M/600/6325	4
207	Deal with routine waste	T/600/6326	3
208	Clean washrooms and replenish supplies	J/600/6329	3
209	Clean high risk areas	A/600/6330	5
210	Clean confined spaces	F/600/6331	4
211	Clean food areas	J/600/6332	4
212	Deep clean equipment and surfaces	L/600/6333	6
213	Clean, maintain and protect semi-hard and hard floors	D/600/6336	4
214	Clean and maintain soft floors and furnishings	H/600/6337	4
215	Clean glazed surfaces and facades	M/600/6342	3
216	Deal with non-routine waste	T/600/6343	3
217	Carry out maintenance and minor repairs	A/600/6344	3
218	Perform street cleansing manually	F/600/6345	3
219	Perform street cleansing mechanically	J/600/6346	4
220	Work safely at heights	R/600/6348	3
221	Use a water-fed pole system to clean windows and facades	L/600/6350	4

## Level 2 Diploma in Cleaning and Support Services Skills

To achieve the Diploma you must achieve a minimum of 37 credits.

Unit Number	Unit Title	Unit accreditation number	Credit value
<b>Mandatory units (7 credits):</b>			
201	Reduce risks to health and safety in the workplace	M/600/2775	3
202	Communicate effectively in the workplace	D/600/6322	2
203	Develop yourself in the job role	R/600/6351	2
<b>A minimum of 2 credits from:</b>			
105	Work with others and follow reporting procedures	J/600/6279	2
106	Work individually and follow reporting procedures in a cleaning environment	A/600/6280	3
<b>A minimum of 28 credits from:</b>			
205	Clean and maintain internal surfaces and areas	K/600/6324	4
206	Clean and maintain external surfaces and areas	M/600/6325	4
207	Deal with routine waste	T/600/6326	3
208	Clean washrooms and replenish supplies	J/600/6329	3
209	Clean high risk areas	A/600/6330	5
210	Clean confined spaces	F/600/6331	4
211	Clean food areas	J/600/6332	4
212	Deep clean equipment and surfaces	L/600/6333	6
213	Clean, maintain and protect semi-hard and hard floors	D/600/6336	4
214	Clean and maintain soft floors and furnishings	H/600/6337	4
215	Clean glazed surfaces and facades	M/600/6342	3
216	Deal with non-routine waste	T/600/6343	3
217	Carry out maintenance and minor repairs	A/600/6344	3
218	Perform street cleansing manually	F/600/6345	3
219	Perform street cleansing mechanically	J/600/6346	4
220	Work safely at heights	R/600/6348	3
221	Use a water-fed pole system to clean windows and facades	L/600/6350	4

# Unit 105 Work with others and follow reporting procedures

**Level:** 1

**Credit value:** 2

**Recommended guided learning hours:** 17

## Unit aim

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

## Learning outcomes

- know the organisational requirements before starting work (1)<sup>1</sup>
- be able to work as part of a team (4)
- know how to work as part of a team (2)
- be able to record and report any incidents or disagreements (5)
- know how to resolve difficult situations and who to report them to (3).

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

105 Be able to work as part of a team (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	✓
6.	✓	✓	
7.	✓		

105 Be able to record and report any incidents or disagreements (5)			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	

**O = Observation      Q = Question & answer      S = Simulation/RWE**  
 (see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.



## Unit 105 Work with others and follow reporting procedures

<b>Know the organisational requirements before starting work</b> <sup>(1)</sup>		
You must be able to:		PRN
1	state the procedures for entering and leaving the workplace	
2	state the importance of following procedures for entering and leaving the workplace	
3	state the standards of behaviour expected in the workplace	
4	state the importance of giving a positive impression to others	
5	state where to obtain the work schedule and instructions.	

<b>Performance evidence required</b>	Portfolio Reference Number (PRN)						
<b>Be able to work as part of a team</b> <sup>(4)</sup>							
1	follow the correct procedure for entering and leaving the workplace						
2	use the work schedule to complete the work as a team						
3	agree with colleagues how to share work so that the team works effectively						
4	welcome new colleagues to the team						
5	show others how to do any tasks they may not have done before, within the limits of own responsibility						
6	answer work related questions from other members of the team						
7	communicate with customers and others in a professional manner to provide any information needed.						
Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to work as part of a team</b> <sup>(2)</sup>		
You must be able to:		PRN
1	list different ways of communicating with others in the team	
2	state why it is important to check that you have been understood	
3	list tasks that may be shared in the team	
4	state the limits of own responsibility in demonstrating tasks to others	
5	list the types of assistance that may be offered to colleagues	
6	state how to ask for help in carrying out work.	

## Unit 105 Work with others and follow reporting procedures

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to record and report any incidents or disagreements</b> <sup>(5)</sup>							
1	report any problems which:						
	• you are unable to deal with alone						
	• affect health and safety						
	• affect the reputation of the workplace						
2	record any breakages, damage and disruption in the workplace						
3	report any work that is incomplete and agree arrangements for finishing the work.						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to resolve difficult situations and who to report them to</b> <sup>(3)</sup>		
You must be able to:		PRN
1	describe ways to handle disagreements so that it does not affect the work of the team	
2	state the importance of resolving disagreements as soon as possible	
3	state when and to whom disagreements should be reported	
4	describe risks and problems that may be encountered and how they can be dealt with	
5	state the organisational requirements for recording damage, breakages and disruption	
6	state the importance of reporting any damage, breakages and disruption caused.	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 106 Work individually and follow reporting procedures in a cleaning environment

**Level:** 1

**Credit value:** 3

**Recommended guided learning hours:** 19

## Unit aim

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

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

## Learning outcomes

- be able to ensure own safety when working individually when cleaning (5)<sup>1</sup>
- know how to ensure own safety when working individually when cleaning (1)
- know expected standards of behaviour in the workplace (2)
- be able to carry out work individually (6)
- know how to follow procedures when working individually (4)
- know how to carry out work individually (3)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

<b>106 Be able to ensure own safety when working individually when cleaning (5)</b>			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	

<b>106 Be able to carry out work individually (6)</b>			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

**O = Observation    Q = Question & answer    S = Simulation/RWE**  
 (see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

# Unit 106 Work individually and follow reporting procedures in a cleaning environment

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to ensure own safety when working individually when cleaning (5)</b>							
1	maintain agreed levels of contact with the appropriate person when carrying out work						
2	follow the correct procedure for entering and leaving the workplace						
3	identify risks present in the workplace						
4	take action to reduce risks in the workplace						
5	control access to the workplace within the limits of own responsibility						
6	respond to customers and others and provide information that meets their needs						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to ensure own safety when working individually when cleaning (1)</b>		
You must be able to:		PRN
1	state the arrangements for contacting the appropriate person	
2	state how often contact should be made when carrying out work	
3	state the procedures for entering the workplace	
4	state types of risks present in the workplace	
5	state the importance of taking action to reduce risks in the workplace	
6	define own level of responsibility for controlling access to the workplace	
7	state the importance of following procedures for access to the workplace	
8	list types of other authorised persons who can enter the workplace	

<b>Know expected standards of behaviour in the workplace (2)</b>		
You must be able to:		PRN
1	state the standards of behaviour expected in the workplace	
2	state the importance of giving a positive impression to others	
3	list different ways of communicating with others	
4	state why it is important to check that you have been understood	

# Unit 106 Work individually and follow reporting procedures in a cleaning environment

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to carry out work individually</b> <sup>(6)</sup>							
1	use the work schedule to complete work						
2	identify tasks you are not able to complete individually and report to the appropriate person						
3	report any problems to the appropriate person which:						
	• you are unable to deal with alone						
	• affect health and safety						
	• affect the reputation of the workplace						
4	record and report any breakages, damage and disruption in the workplace						
5	report any work that is incomplete and agree arrangements for finishing the work with the appropriate person.						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to follow procedures when working individually</b> <sup>(4)</sup>		PRN
You must be able to:		
1	state the organisational requirements for reporting to own employer or customer	
2	state employer procedures and rules, including emergency procedures and contacts that apply to the work area	
3	state the organisational requirements for recording damage, breakages and disruption	
4	state the importance of reporting any damage, breakages and disruption caused	
5	state the organisational requirements for leaving the workplace	
6	state the importance of leaving the workplace secure	

<b>Know how to carry out work individually</b> <sup>(3)</sup>		PRN
You must be able to:		
1	state where to obtain the work schedule and instructions	
2	define the areas in which you are authorised to carry out work	
3	state the importance of assessing how own work is progressing	
4	state the importance of identifying any tasks that you will be unable to complete individually	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 201 Reduce risks to health and safety in the workplace

**Level:** 2

**Credit value:** 3

**Recommended guided learning hours:** 25

## Unit aim

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

## Learning outcomes

- know about your organisation’s health and safety procedures (1)<sup>1</sup>
- be able to identify the hazards and risks in the workplace (4)
- know how to identify the hazards in the workplace (2)
- be able to reduce the risks to health and safety in the workplace (5)
- know how to evaluate risks in the workplace (3)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

201 Be able to identify the hazards in the workplace (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

201 Be able to reduce the risks to health and safety in the workplace (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.		✓	
6.		✓	

**O = Observation    Q = Question & answer    S = Simulation/RWE**  
 (see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 201 Reduce risks to health and safety in the workplace

<b>Know about your organisation's health and safety procedures</b> <sup>(1)</sup>		
You must be able to:		PRN
1	describe your responsibilities and legal duties for health and safety in the workplace	
2	identify responsibilities and legal duties for health and safety specific to your own job role	
3	name and locate the person responsible for health and safety in your area of work	
4	describe where and when to get additional health and safety assistance	
5	give reasons why it is important to follow manufacturer's instructions for the safe use of equipment, materials and products	

<b>Performance evidence required</b>	Portfolio Reference Number (PRN)						
<b>Be able to identify the hazards and risks in the workplace</b> <sup>(4)</sup>							
1	select the workplace instructions, which are relevant to your job						
2	identify aspects of the workplace which could pose a danger to yourself or others						
3	give examples of working practices in the job which could pose a danger to people in the workplace						
4	assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person						
5	deal with hazards in accordance with instructions and legal requirements						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to identify the hazards in the workplace</b> <sup>(2)</sup>		
You must be able to:		PRN
1	define the term 'hazard'	
2	give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to your job role	
3	give reasons why it is important to remain alert to the presence of hazards in the whole workplace	
4	describe why personal presentation and behaviour is important in maintaining health and safety in the workplace	

## Unit 201 Reduce risks to health and safety in the workplace

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to reduce the risks to health and safety in the workplace</b> (5)							
1	perform duties in accordance with workplace instructions, manufacturers instructions and legal requirements						
2	use equipment, materials and products safely and in accordance with instructions						
3	use relevant equipment to control risks to health and safety						
4	make suggestions on how to reduce risks to health and safety in the workplace to the relevant person						
5	describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person						
6	describe how your personal presentation and behaviour at work could cause risks to the health and safety of yourself and others						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to evaluate risks in the workplace</b> (3)		
You must be able to:		PRN
1	define the term 'risk'	
2	give reasons why you should deal with or report risks	
3	describe procedures for reporting risks which you are unable to deal with	
4	describe the risks to the environment which may be present in the workplace and your own job	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**



# Unit 202 Communicate effectively in the workplace

**Level:** 2

**Credit value:** 2

**Recommended guided learning hours:** 17

## Unit aim

This unit is about communicating politely and effectively with other people that you may encounter when working.

Communicating with others is also important for those that work alone, when workplace procedures must be followed to keep in touch with the workplace and/or colleagues.

## Learning outcomes

- be able to communicate with others in the workplace (3)<sup>1</sup>
- understand how to communicate with others in the workplace (1)
- be able to record and pass on information (4)
- understand how to record and pass on information (2)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

<b>202 Be able to communicate with others in the workplace (3)</b>			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

<b>202 Be able to record and pass on information (4)</b>			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	
4.	✓	✓	

**O = Observation    Q = Question & answer    S = Simulation/RWE**  
(see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 202 Communicate effectively in the workplace

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to communicate with others in the workplace</b> <sup>(3)</sup>							
1	respond to the needs and attitudes of customers appropriately						
2	present a positive image of the organisation						
3	give customers and others relevant information following organisational requirements						
4	respond promptly, clearly and politely to questions and comments from customers and others						
5	check that customers and others have understood the information correctly						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to communicate with others in the workplace</b> <sup>(1)</sup>		
You must be able to:		PRN
1	describe how to respond to different customer needs and attitudes	
2	describe positive and negative behaviour in relation to equality and diversity in the workplace	
3	state when different forms of communication should be used in the workplace	
4	describe how to check that information has been understood	
5	explain how personal behaviour can contribute to the positive image of the organisation	
6	state the importance of communicating all the information necessary to the relevant person	
7	state the importance of responding positively to queries from customers and the public	

## Unit 202 Communicate effectively in the workplace

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to record and pass on information</b> <sup>(4)</sup>							
1	use up to date information to carry out the task						
2	record information following organisational requirements						
3	pass on accurate information promptly and take appropriate action when this cannot be done						
4	report faults with communication equipment						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to record and pass on information</b> <sup>(2)</sup>		
You must be able to:		PRN
1	state where to find up-to-date information needed to carry out own job	
2	identify the different ways in which information is recorded	
3	describe the procedures for recording, acknowledging and responding to incoming information	
4	describe what actions to take when encountering problems passing on information	
5	state how to report faults with communication equipment.	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

## Unit 203 Develop yourself in the job role

**Level:** 2

**Credit value:** 2

**Recommended guided learning hours:** 12

### Unit aim

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

### Learning outcomes

- be able to develop yourself in the job (2)<sup>1</sup>
- know how to develop yourself in the job (1)

### Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

<b>203 Be able to develop yourself in the job (2)</b>			
<b>PC ref.</b>	<b>O</b>	<b>Q</b>	<b>S</b>
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	

**O = Observation    Q = Question & answer    S = Simulation/RWE**  
(see page 16 of the Qualification Handbook for more details)

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<sup>1</sup>The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 203 Develop yourself in the job role

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to develop yourself in the job</b> <sup>(2)</sup>							
1	identify and agree areas where you could develop further						
2	agree achievable targets for personal development						
3	agree the time and support required to achieve targets						
4	demonstrate new skills in the workplace						
5	request and use feedback on own performance from others						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to develop yourself in the job</b> <sup>(1)</sup>		
You must be able to:		PRN
1	identify activities that could help with self development	
2	describe how to set targets for personal development	
3	state the importance of setting achievable personal development targets	
4	identify the types of support available to achieve targets	
5	describe the procedures for accessing support	
6	state the importance of reviewing and updating progress against targets	
7	describe the procedures for reviewing and updating progress	
8	list the benefits of discussing progress with others	

**Confirm completion of this Unit on the Summary of Achievement on page 24.**

## Unit 205 Clean and maintain internal surfaces and areas

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 33

### Unit aim

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

### Learning outcomes

- be able to prepare to clean and maintain internal surfaces and areas (4)<sup>1</sup>
- understand how to prepare to clean and maintain internal surfaces and areas (1)
- be able to clean and maintain internal surfaces (5)
- understand how to clean and maintain internal surfaces (2)
- be able to complete the cleaning process (6)
- know how to complete the cleaning activity (3)

### Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

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<sup>1</sup>The bracketed number is the Learning Outcome number in the Framework unit.

# Unit 205 Clean and maintain internal surfaces and areas

## Evidence requirements

205 Be able to prepare to clean and maintain internal surfaces and areas (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		

205 Be able to clean and maintain internal surfaces and areas (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓	✓	
9.	✓	✓	
10.	✓	✓	

205 Be able to complete the cleaning process (6)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	

**O = Observation**

**Q = Question & answer**

**S = Simulation/RWE**

**(For more details on assessment, see page 16 of the Qualification Handbook)**

## Unit 205 Clean and maintain internal surfaces and areas

Performance evidence required		Portfolio Reference Number (PRN)							
<b>Be able to prepare to clean and maintain internal surfaces and areas</b> <sup>(4)</sup>									
1	follow the correct procedure for entering and leaving the workplace								
2	identify the area to be cleaned, taking into account different types of surfaces and areas								
3	inform appropriate people when cleaning is taking place and when it will be completed								
4	select the appropriate equipment and materials for each cleaning task, taking into account surface and type of soiling								
5	select and wear appropriate personal protective equipment for the task								
6	ensure that all surfaces are accessible and can be reached to carry out adequate cleaning								
7	deal with unattended items following organisational requirements								
8	ventilate the area								
		Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to prepare to clean and maintain internal surfaces and areas</b> <sup>(1)</sup>		
You must be able to:		PRN
1	describe the sequence for cleaning to avoid re-soiling	
2	list the permits and checks that may be required to work on the premises	
3	state the procedures for entering and leaving the workplace	
4	state the standards of appearance and behaviour required in the workplace	
5	state the importance of personal hygiene when cleaning	
6	describe how the following factors can influence the cleaning method used:	
	• manufacturer's instructions	
	• risk	
	• efficiency	
	• access	
	• time	
6	• surface	
	• type of soiling	
7	state how to inspect a work area to decide what cleaning needs to be carried out	
8	state the importance of wearing the required personal protective equipment and for others to see it being worn	
9	state the importance of following a work schedule	
10	describe the best methods and materials for carrying out a specific task identifying possible alternatives	
11	state why different equipment should be used for different tasks	
12	state the importance of using the correct colour coded equipment	



## Unit 205 Clean and maintain internal surfaces and areas

Performance evidence required		Portfolio Reference Number (PRN)						
<b>Be able to clean and maintain internal surfaces and areas</b> <sup>(5)</sup>								
1	remove loose dirt, debris and detritus prior to cleaning							
2	use the correct cleaning method for the work area, type of soiling and surface							
3	follow the sequence for cleaning in order to avoid re-soiling							
4	assess the actions required to prevent disturbance to others when cleaning							
5	avoid obstructions to access when using cleaning equipment and power leads							
6	select and display appropriate warning signs							
7	adapt the cleaning method according to the available equipment, materials and problems identified							
8	report any difficulties in carrying out the work in line with organisational requirements							
9	deal with spillages, using the equipment, materials and method appropriate to the surface and type of spillage							
10	report any additional cleaning required that is outside own responsibility or skill							
		Type of evidence →						

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to clean and maintain internal surfaces</b> <sup>(2)</sup>		PRN
You must be able to:		
1	describe how to avoid causing injury or damage when cleaning	
2	state the amount of time allowed for completing the activity	
3	state what results are expected from each cleaning activity	
4	state the techniques to use with chosen equipment and materials	
5	describe the consequences of:	
	• using wrong equipment	
	• using wrong materials	
	• not following manufacturer's instructions	
6	state how to change between cleaning methods to cope with different types of soiling and surface	
7	describe methods that can be used for different types of soiling and surface	
8	state how to identify pest infestation and the action needed to deal with it	
9	state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this	
10	state the importance of checking the quality of work as it is being done	
11	state tasks that are outside of own responsibility	
12	describe the organisational requirements for dealing with and reporting accidental damage	

## Unit 205 Clean and maintain internal surfaces and areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to complete the cleaning process</b> <sup>(6)</sup>							
1	replenish supplies or consumables						
2	leave the area clean and dry						
3	secure cleaning equipment, materials and personal protective equipment in the correct storage area						
4	organise replacement resources as required						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to complete the cleaning activity</b> <sup>(3)</sup>		
You must be able to:		PRN
1	state why tools and equipment should be cleaned after use	
2	state the location of the storage areas for equipment and materials	
3	state why storage areas should be kept clean, safe and secure	
4	describe the organisational requirements for organising replacement and extra resources	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

## Unit 206 Clean and maintain external surfaces and areas

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 26

### Unit aim

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

### Learning outcomes

- be able to prepare to clean and maintain external surfaces and areas (4)<sup>1</sup>
- understand how to prepare to clean and maintain external surfaces and areas (1)
- be able to clean and maintain external surfaces and areas (5)
- understand how to clean and maintain external surfaces and areas (2)
- be able to complete the cleaning process (6)
- know how to complete the cleaning activity (3)

### Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

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<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

# Unit 206 Clean and maintain external surfaces and areas

## Evidence requirements

206 Be able to prepare to clean and maintain external surfaces and areas (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	

206 Be able to clean and maintain external surfaces and areas (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

206 Be able to complete the cleaning process (6)			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓	✓	

O = Observation

Q = Question & answer

S = Simulation/RWE

(For more details on assessment, see page 16 of the Qualification Handbook)

## Unit 206 Clean and maintain external surfaces and areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to prepare to clean and maintain external surfaces and areas</b> <sup>(4)</sup>							
1	identify the area to be cleaned and the order in which tasks need to be done						
2	assess the impact of environmental conditions, ie. temperature, rain, humidity, wind and ice, on the order of tasks						
3	select tools and equipment for the task, taking into account:						
	• efficiency						
	• risk						
	• time						
3	• weather conditions						
4	check that the tools and equipment required are available for use						
5	select and wear appropriate personal protective equipment for the task						
6	check that the equipment can be used safely in the work area						
7	deal with unattended items following organisational requirements						
		Type of evidence →					
O = Observation    Q = Question & answer    S = Simulation/RWE							

<b>Understand how to prepare to clean and maintain external surfaces and areas</b> <sup>(1)</sup>		PRN
You must be able to:		
1	list the permits and checks that may be required for the task	
2	state the location of the job and how to get to that location	
3	describe how environmental conditions can affect:	
	• the cleaning to be carried out	
3	• the equipment which can be used	
4	state how to inspect a work area to decide what cleaning needs to be carried out	
5	state the standards of appearance and behaviour required	
6	state the importance of wearing the required personal protective equipment and for others to see it being worn	
7	explain why it is important to inspect the work area for public access	
8	describe the best methods and materials for carrying out a specific task identifying possible alternatives	
9	describe why it is important to estimate the time required for the job.	

## Unit 206 Clean and maintain external surfaces and areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to clean and maintain external surfaces and areas</b> <sup>(5)</sup>							
1	carry out work in a way which does not affect other exterior surfaces and areas						
2	use the correct cleaning method for the work area and surface						
3	adapt the cleaning methods according to available equipment and environmental conditions						
4	report any difficulties in carrying out the work in line with organisational requirements						
5	deal with accidental damage						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to clean and maintain external surfaces and areas</b> <sup>(2)</sup>		
You must be able to:		PRN
1	state the techniques to be used with chosen equipment and materials	
2	describe the tasks that need to be performed	
3	describe the consequences of:	
	• using wrong equipment	
	• using wrong materials	
	• not following manufacturer's instructions	
4	state how to change between cleaning methods to cope with different environmental conditions	
5	describe methods that can be used for cleaning external surfaces and areas	
6	state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this	
7	state the importance of checking the quality of work as it is being done	
8	describe the organisational requirements for dealing with and reporting accidental damage	
9	state the organisational requirements for reporting difficulties which may arise	

## Unit 206 Clean and maintain external surfaces and areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to complete the cleaning process</b> <sup>(6)</sup>							
1	organise replacement resources as required						
2	clean tools and equipment after use						
3	return tools and equipment to the correct place and store securely						
4	report tools and machinery in need of repair						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to complete the cleaning activity</b> <sup>(3)</sup>		
You must be able to:		PRN
1	state why tools and equipment should be cleaned after use	
2	state the location of the storage areas for equipment and materials	
3	state why storage areas should be kept clean, safe and secure	
4	describe the organisational requirements for organising replacement and extra resources	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 207 Deal with routine waste

**Level:** 2

**Credit value:** 3

**Recommended guided learning hours:** 24

## Unit aim

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

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

## Learning outcomes

- be able to handle routine waste safely (4)<sup>1</sup>
- understand how to handle routine waste (1)
- be able to deal with waste containers (5)
- understand how to deal with waste containers (4)
- understand how to handle hazardous and suspicious items (5)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

207 Be able to handle routine waste safely (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓	✓	
11.	✓	✓	

207 Be able to deal with waste containers (5)			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	

**O = Observation    Q = Question & answer    S = Simulation/RWE**  
 (see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.



## Unit 207 Deal with routine waste

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to handle routine waste safely</b> <sup>(4)</sup>							
1	prepare self and the work area to do the task efficiently, correctly and safely						
2	select and wear appropriate personal protective equipment for the task						
3	identify the location of the waste holding areas						
4	identify different categories of waste and deal with them appropriately						
5	check that waste bags or receptacles are secure before handling						
6	identify waste to be collected and transferred to a collection point						
7	ensure that sacks and receptacles are not damaged during handling						
8	ensure the safety of self and others when handling sacks and receptacles						
9	check that sacks and receptacles are not damaged once they have been moved						
10	take appropriate action if a sack or receptacle is damaged						
11	apply organisational requirements on the safe removal of waste spillages						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to communicate with others in the workplace</b> <sup>(1)</sup>		
You must be able to:		PRN
1	describe the procedures and methods for preparing self and the work area	
2	list different types of personal protective equipment	
3	describe the importance of wearing personal protective equipment and for others to see it being worn	
4	describe the importance of maintaining personal hygiene when handling routine waste	
5	state the organisational requirements for handling and disposing of routine waste	
6	state the correct equipment for handling and disposing of routine waste	
7	state the arrangements for recycling in the workplace	
8	describe the approved methods for transferring waste	
9	describe the organisational requirements for reporting and handling waste spillages	

## Unit 207 Deal with routine waste

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to deal with waste containers</b> <sup>(5)</sup>							
1	follow organisational requirements to cut down the risk of contaminating surrounding areas						
2	follow organisational requirements for reporting signs of pest infestation						
3	clean waste containers						
4	replace waste containers or bin liners						
5	report any faulty or damaged equipment						
6	secure cleaning equipment, machinery and waste containers to the correct storage area						
7	follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to deal with waste containers</b> <sup>(4)</sup>		
You must be able to:		PRN
1	describe why the location and cleaning of waste areas is important in preventing and controlling pests	
2	describe the organisational requirements for dealing with waste containers that are damaged	
3	state the standards of cleanliness required for holding areas, empty holding bins empty collection bins	
4	state who is responsible for cleaning holding areas, empty holding bins and empty collection bins	
5	state the location of waste holding areas	
6	describe methods of taking waste to the holding area safely	
7	describe the organisational requirements for reporting:	
	a. dangerous equipment	
	b. faulty equipment	
	c. danger of disease	

<b>Understand how to handle hazardous and suspicious items</b> <sup>(5)</sup>		
You must be able to:		PRN
1	state the importance of checking with the appropriate person before removing hazardous items	
2	explain the organisational requirements for dealing with suspicious items	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

## Unit 208 Clean washrooms and replenish supplies

**Level:** 2

**Credit value:** 3

**Recommended guided learning hours:** 17

### Unit aim

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

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

### Learning outcomes

- be able to prepare to clean washrooms (4)<sup>1</sup>
- know how to prepare for cleaning washrooms (1)
- be able to clean washrooms (5)
- know how to carry out cleaning of washrooms (2)
- be able to replenish supplies and reinstate the work area (6)
- know how to replenish supplies and reinstate the work area (3)

### Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

Evidence requirements for this unit are on the next page.

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<sup>1</sup> The bracketed number is the Learning Outcome number in the unit.

## Unit 208 Clean washrooms and replenish supplies

208 Be able to prepare to clean washrooms (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		

208 Be able to clean washrooms (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		

208 Be able to replenish supplies and reinstate the work area (6)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓	✓	

O = Observation

Q = Question & answer

S = Simulation/RWE

(For more details on assessment, see page 16 of the Qualification Handbook)

## Unit 208 Clean washrooms and replenish supplies

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to prepare to clean washrooms</b> <sup>(4)</sup>							
1	select and wear personal protective equipment appropriate to the cleaning task						
2	follow procedures for entering washrooms						
3	check that there is enough ventilation in the cleaning area						
4	select and use appropriate equipment for cleaning different areas of the washroom						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to prepare for cleaning washrooms</b> <sup>(1)</sup>		PRN
You must be able to:		
1	describe procedures for entering washrooms when cleaning and why they must be followed	
2	state the importance of personal hygiene when cleaning	
3	state the importance of wearing personal protective equipment and for others to see it being worn	
4	describe why it is important to ventilate the washroom area	
5	describe the range of colour-coded equipment and its importance when cleaning washrooms	

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to clean washrooms</b> <sup>(5)</sup>							
1	remove dust, hair and debris from surfaces, fixtures and fittings before cleaning						
2	apply cleaning agents according to the manufacturer's instructions						
3	clean surfaces without over-wetting						
4	clean the fixtures and fittings to avoid risk of infection or contamination leaving them free of smears						
5	check that surfaces are dry on completion of cleaning and that they do not represent a slip hazard						
6	leave the waste outlets and overflows free from dirt, hair and debris						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

## Unit 208 Clean washrooms and replenish supplies

<b>Know how to carry out cleaning of washrooms <sup>(2)</sup></b>		
You must be able to:		PRN
1	state why it is important to remove dust, hair and debris before cleaning surfaces, fixtures and fittings	
2	identify cleaning agents suitable for cleaning washrooms	
3	state why it is important to follow manufacturer's instructions when diluting cleaning agents	
4	state why surfaces should not be over-wetted	
5	describe how to clean fixtures and fittings in order to avoid contamination or risk of infection	
6	state why surfaces should be dry on completion of cleaning	
7	explain why it is important that waste outlets and overflows are free from dirt, hair and debris	

<b>Performance evidence required</b>	Portfolio Reference Number (PRN)						
<b>Be able to replenish supplies and reinstate the work area <sup>(6)</sup></b>							
1	check holders and containers for levels of consumables						
2	refill or replace items and consumables following manufacturers' instructions						
3	take solid waste materials safely to the correct collection point and dispose of slurry						
4	clean the equipment						
5	check for any faults or problems and report where necessary						
6	put equipment and resources back in the right place when finished						
7	reinstate the work area						
8	remove or replace personal protective equipment following procedures for disposal or storage						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

## Unit 208 Clean washrooms and replenish supplies

<b>Know how to replenish supplies and reinstate the work area</b> <sup>(3)</sup>		
You must be able to:		PRN
1	describe why it is important to follow manufacturers' instructions when identifying consumables that should be replenished	
2	state where consumables can be found and the procedures for organising replacement of supplies	
3	describe procedures for collecting, holding and disposing of waste and why they should be followed	
4	describe organisational requirements for reporting faulty equipment and problems and why they should be followed	
5	state where the correct storage place for cleaning equipment and materials can be found	
6	state why used personal protective equipment should be removed or replaced upon leaving the sanitary area	
7	describe the procedures for dealing with used personal protective equipment	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

## Unit 209 Clean high risk areas

**Level:** 2

**Credit value:** 5

**Recommended guided learning hours:** 24

### Unit 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 outcomes

- be able to follow procedures to prevent the spread of infection and contamination in a high risk area (5)<sup>1</sup>
- understand how to prevent the spread of infection and contamination in a high risk area (1)
- be able to follow the procedures for cleaning high risk areas (6)
- understand the procedures to follow before cleaning high risk areas (2)
- be able to conduct cleaning in high risk areas (7)
- understand how to carry out cleaning in high risk areas (3)
- be able to follow the correct procedures after the cleaning (8)
- understand the procedures to follow after cleaning high risk areas (4)

### Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts overleaf give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

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<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.



# Unit 209 Clean high risk areas

## Evidence requirements

209 Be able to follow procedures to prevent the spread of infection and contamination in a high risk area (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓	✓	

209 Be able to follow the procedures for cleaning high risk areas (6)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

209 Be able to conduct cleaning in high risk areas (7)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓	✓	

209 Be able to follow the correct procedures after the cleaning (8)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	

O = Observation    Q = Question & answer    S = Simulation/RWE  
 (See page 16 of the Qualification Handbook for more details)

## Unit 209 Clean high risk areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to follow procedures to prevent the spread of infection and contamination in a high risk area</b> <sup>(5)</sup>							
1	follow organisational requirements when entering high risk area						
2	report any health conditions which may cause infection or contamination of the high risk area						
3	assess the risks of exposure to micro-organisms or contaminants for self and the environment						
4	carry out hand hygiene to prevent the spread of infection or contamination of the high risk area						
5	request advice when there is a risk of infection or contamination which is not usually present in the work area						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to prevent the spread of infection and contamination in a high risk area</b> <sup>(1)</sup>		
You must be able to:		PRN
1	explain the organisational requirements for entering and leaving the high risk area	
2	describe how the risks present in the high risk area would differ from routine areas	
3	state potential risks in the high risk area	
4	state the importance of removing personal items before cleaning in a high risk area	
5	state what personal protective equipment must be worn in the high risk area	
6	state why hand hygiene is important in a high risk area	
7	explain where hand hygiene facilities should be located	
8	state the importance of having a designated contact person when cleaning a high risk area	
9	state why damaged furniture or equipment poses an additional risk	
10	state the organisational requirements for reporting damaged furniture and equipment	

## Unit 209 Clean high risk areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to follow the procedures for cleaning high risk areas</b> <sup>(6)</sup>							
1	display the correct signage						
2	follow the organisational requirements for working alone						
3	remove all appropriate personal items, including jewellery and store safely						
4	check that protective clothing and personal cleaning facilities are available						
5	select the correct equipment and tools for use in the high risk area						
6	ensure that cleaning equipment and tools are not damaged						
7	check the nature of the soiling						
8	ensure that the high risk area is clear of tools and equipment that are not required						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand the procedures to follow before cleaning high risk areas</b> <sup>(2)</sup>		
You must be able to:		PRN
1	describe the signage:	
	<ul style="list-style-type: none"> <li>• in a high risk area</li> <li>• for cleaning a high risk area</li> </ul>	
2	state the location of signs in a high risk area	
3	describe the access arrangements for water and drainage facilities	
4	explain the organisational requirements for arranging communication	
5	state the importance of confirming contact arrangements before starting work	
6	state the types of health conditions which may restrict cleaning duties and why it is important to report these	
7	state the organisational requirements for reporting health conditions	
8	explain the importance of having cleaning equipment which is in safe working order	
9	state the organisational requirements for reporting problems with equipment	
10	state which equipment, tools and machinery should be removed from the workplace before cleaning	

## Unit 209 Clean high risk areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to conduct cleaning in high risk areas <sup>(7)</sup></b>							
1	select and wear appropriate personal protective equipment for the task						
2	follow the organisational requirements for hand hygiene throughout the cleaning activity						
3	report faulty and damaged cleaning equipment						
4	clean the area following organisational requirements						
5	check items of furniture and equipment within high risk areas for damage						
6	report damaged furniture and equipment						
7	clean damaged furniture and equipment if safe						
8	check that high risk areas have been cleared of waste according to organisational requirements						
9	report any accidental damage and disruption to high risk areas caused by cleaning						
Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to carry out cleaning in high risk areas <sup>(3)</sup></b>		
You must be able to:		PRN
1	state the organisational requirements for cleaning in high risk areas	
2	state which surfaces and soiling should be cleaned	
3	describe the organisational requirements for reporting any soiling which cannot be cleaned	
4	state which cleaning agents should be used in the high risk area	
5	state the dilution levels required for the cleaning agents	
6	state the importance of having the work area checked	
7	state who is responsible for checking the work area	
8	state who is responsible for removing waste from the area and how often this is carried out	

## Unit 209 Clean high risk areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to follow the correct procedures after the cleaning</b> <sup>(8)</sup>							
1	remove signage and return it in a clean condition to the correct storage area						
2	clean and return equipment and materials to the correct storage area						
3	check that the area is clear of any equipment, tools and materials that are not required						
4	check personal protective equipment for damage, deterioration and contamination						
5	obtain replacement personal protective equipment						
6	follow organisational requirements for the disposal and storage of personal protective equipment						
7	collect personal items from storage						
8	follow procedures for leaving high risk areas						
Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand the procedures to follow after cleaning high risk areas</b> <sup>(4)</sup>		PRN
You must be able to:		
1	state what equipment, tools and machinery should be removed from the workplace after cleaning	
2	describe the organisational requirements for reporting accidental damage	
3	state when signage should be removed and where it is stored	
4	describe the importance of checking and cleaning personal protective equipment after use	
5	state why equipment should be cleaned and replaced when necessary	
6	describe the organisational requirements for disposal of waste and personal protective equipment	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 210 Clean confined spaces

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 26

## Unit aim

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

## Learning outcomes

- be able to conduct cleaning in a confined space (3)<sup>1</sup>
- understand how to conduct cleaning in a confined space (1)
- be able to follow organisational requirements for cleaning the confined space (4)
- understand how to follow organisational requirements for cleaning the confined space (2)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

210 Be able to conduct cleaning in a confined space (3)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	
13.	✓		

210 Be able to follow organisational requirements for cleaning the confined space (4)			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		✓
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		
9.	✓	✓	
10.	✓		
11.	✓		
12.	✓		

**O = Observation Q = Question & answer S = Simulation/RWE**  
 (see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 210 Clean confined spaces

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to conduct cleaning in a confined space</b> <sup>(3)</sup>							
1	assess risks to health and safety before carrying out work						
2	check that cleaning activities are not restricted by the working space available						
3	check all equipment is in working order and electrical equipment is fully charged before entering the work area						
4	obtain authorisation for entry into the work area						
5	obtain the relevant health and safety information						
6	confirm that atmospheric conditions have been checked and are safe before entering the work area						
7	control the access to the work area before cleaning starts, in line with organisational requirements						
8	Follow the organisational requirements for entering the confined space						
9	ensure that the workplace is clear of any equipment, tools and materials that are not required before and after cleaning						
10	assess the nature of the soiling						
11	report the nature of the soiling to the appropriate person						
12	request advice when asked to clean environments where there is a specific risk						
13	carry out the cleaning process in line with organisational requirements						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

## Unit 210 Clean confined spaces

<b>Understand how to conduct cleaning in a confined space <sup>(1)</sup></b>		
You must be able to:		PRN
1	describe how atmospheric conditions can affect the work being carried out	
2	state the importance of checking atmospheric conditions before starting work	
3	state the importance of checking the nature of any soiling and the level of skill needed to deal with it	
4	explain why advice should be sought about cleaning spaces that may pose a specific risk	
5	state what risks may be present in the confined space	
6	describe how to identify risks for the purpose of risk assessment	
7	state the importance of having a designated contact person when cleaning a confined space	
8	state the personal protective equipment that is appropriate for cleaning the confined space	
9	state the importance of having serviceable cleaning equipment before entering the confined space	
10	state the organisational requirements for checking and reporting problems with equipment	
11	describe the procedures for: <ul style="list-style-type: none"> <li>• entering and leaving the confined space</li> </ul>	
	<ul style="list-style-type: none"> <li>• conducting cleaning in the confined space</li> </ul>	
	<ul style="list-style-type: none"> <li>• carrying out the cleaning process in a confined space</li> </ul>	
	<ul style="list-style-type: none"> <li>• controlling access to the confined space</li> </ul>	
12	state the importance of following organisational requirements for controlling access to the confined space	



## Unit 210 Clean confined spaces

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to follow organisational requirements for cleaning the confined space</b> <sup>(4)</sup>							
1	assess risks as they arise and act immediately to remedy any unsafe activity, equipment and environmental conditions						
2	apply emergency exit procedures immediately when an emergency situation arises						
3	clear the confined space of any waste in accordance with organisational requirements						
4	assess and report damage and disruption during the cleaning process						
5	inspect reusable personal protective equipment for damage, deterioration and contamination after use and arrange for replacements where necessary						
6	dispose of damaged and disposable personal protective equipment following organisational requirements						
7	clean and store reusable personal protective equipment following organisational requirements						
8	carry out duties to close down and make the work area safe after cleaning						
9	complete all documentation and reports accurately						
10	ensure documents and reports are filed and passed on						
11	ensure all organisational requirements have been fully met before collecting any personal items from storage						
12	follow organisational requirements for leaving confined spaces						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

## Unit 210 Clean confined spaces

<b>Understand how to follow organisational requirements for cleaning the confined space</b> <sup>(2)</sup>		
You must be able to:		PRN
1	describe the procedures for:	
	<ul style="list-style-type: none"> <li>entering the confined space</li> </ul>	
	<ul style="list-style-type: none"> <li>exiting the confined space in the event of an emergency</li> </ul>	
	<ul style="list-style-type: none"> <li>monitoring the conditions in the confined space</li> </ul>	
	<ul style="list-style-type: none"> <li>dealing with risks that arise during work</li> </ul>	
2	state the importance of having the work area checked	
3	state who is responsible for:	
	<ul style="list-style-type: none"> <li>checking the work area</li> </ul>	
	<ul style="list-style-type: none"> <li>removing waste from the confined space</li> </ul>	
4	state the organisational requirements for reporting accidental damage	
5	describe the importance of checking and replacing personal protective equipment as necessary	
6	describe the organisational requirements for disposing of waste and personal protective equipment	
7	state the organisational requirements for closing down and making the work area safe on completion of cleaning	
8	state the organisational requirements for leaving the confined space and retrieving personal items	
9	state what paperwork needs to be completed at the end of the cleaning process	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 211 Clean food areas

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 32

## Unit aim

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

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

## Learning outcomes

- understand how to prepare to clean food areas (1)
- understand how to identify signs of pest infestation (2)
- be able to clean food areas (6)<sup>1</sup>
- understand how to clean food areas (3)
- be able to clean food production equipment (7)
- understand how to clean food production equipment (6)
- be able to complete cleaning of food areas (8)
- understand how to complete cleaning of food areas (8)

## Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts overleaf give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

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<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

# Unit 211 Clean food areas

## Evidence requirements

211 Be able to clean food areas (6)			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	
8.	✓		

211 Be able to clean food production equipment (7)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓	✓	

211 Be able to complete cleaning of food areas (8)			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE  
 (See page 16 of the Qualification Handbook for more details)

## Unit 211 Clean food areas

<b>Understand how to prepare to clean food areas</b> <sup>(1)</sup>		
You must be able to:		PRN
1	explain the importance of having an up to date cleaning specification and where it can be found	
2	state the importance of maintaining levels of personal hygiene when working in food areas	
3	state types of health conditions that must be reported	
4	describe why it is important to report health conditions to the relevant person	
5	state the importance of wearing the required personal protective equipment and for others to see it being worn	
6	explain why food items must be moved or protected during cleaning operations	
7	describe the consequences of not moving or protecting food items during cleaning	
8	explain the importance of ventilating food production areas during cleaning	

<b>Understand how to identify signs of pest infestation</b> <sup>(2)</sup>		
You must be able to:		PRN
1	state the main types of pest infestations common to food areas	
2	describe how to identify signs of pest infestation	
3	state the organisational procedures for dealing with any incidences of infestation	
4	explain the importance of reporting pest infestations	

## Unit 211 Clean food areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to clean food areas</b> <sup>(6)</sup>							
1	remove and store personal items safely						
2	select and wear appropriate personal protective equipment for the task						
3	select and protect relevant items, including food, before cleaning begins						
4	identify suitable cleaning equipment and check it is safe to use						
5	label faulty or damaged cleaning equipment and report according to organisational requirements						
6	prepare food production plant, equipment and materials for cleaning						
7	isolate food equipment from power supplies						
8	clean the area without damaging in-place plant and equipment						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to clean food areas</b> <sup>(4)</sup>		
You must be able to:		PRN
1	state the types of cleaning equipment available for use	
2	describe how to check that the cleaning equipment is safe to use	
3	state the types of cleaning agents that are suitable for the surfaces in the food area	
4	describe the consequences of using the wrong cleaning agents on surfaces	
5	state methods of checking for chemical residues when they have been used	

## Unit 211 Clean food areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to clean food production equipment</b> <sup>(7)</sup>							
1	follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment						
2	dismantle food production equipment and place in the right holding area before cleaning						
3	ventilate the working area and check that there are no chemicals on the area before de-scaling equipment						
4	de-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination						
5	check that individual parts of food production equipment are clean before re-assembly						
6	reassemble food production equipment after cleaning						
7	check equipment is in correct working order once reassembled						
8	record and report faults with food production equipment according to organisational requirements						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to clean food production equipment</b> <sup>(6)</sup>		
You must be able to:		PRN
1	describe how to recognise faulty or damaged food production equipment	
2	explain the importance of labelling and reporting faulty and damaged equipment	
3	explain the importance of safely isolating powered equipment before cleaning	
4	explain the importance of following manufacturer's and workplace instructions for the:	
	• disassembling of food production equipment	
	• cleaning of food production equipment	
	• re-assembling of food production equipment.	
5	state the location of the holding area for food production equipment parts	
6	describe methods for de-scaling and cleaning food production equipment	

## Unit 211 Clean food areas

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to complete cleaning of food areas</b> <sup>(8)</sup>							
1	assess cleaning performance against the business' food safety management procedures						
2	leave equipment and working areas free of deposits, cleaning residues and foreign objects						
3	check that ventilation systems and surfaces are clean and dry when cleaning has been completed						
4	dispose of waste and slurry following organisational requirements						
5	clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to complete cleaning of food areas</b> <sup>(8)</sup>		
You must be able to:		PRN
1	describe the importance of assessing how the work is progressing	
2	explain why it is important to leave food areas free of deposits, residue and foreign objects	
3	describe the consequences of food areas not being left free of deposits, residue and foreign objects	
4	describe the importance of returning all food and equipment to the correct place once cleaning is completed	
5	explain why surfaces and vents should be left dry on completion of cleaning	
6	describe the organisational requirements for disposing of waste and slurry	
7	explain the importance of cleaning the cleaning equipment	
8	state where cleaning equipment should be stored	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**



# Unit 212 Deep clean equipment and surfaces

**Level:** 2

**Credit value:** 6

**Recommended guided learning hours:** 39

## Unit aim

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

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

## Learning outcomes

- be able to prepare to deep clean equipment and surfaces (4)<sup>1</sup>
- understand how to prepare for deep clean equipment and surfaces (1)
- be able to undertake deep cleaning of equipment and surfaces (5)
- understand how to deep clean equipment and surfaces (2)
- be able to restore the work area for use (6)
- know how to how to restore the deep clean area (3)

## Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

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<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

# Unit 212 Deep clean equipment and surfaces

## Evidence requirements

212 Be able to prepare to deep clean equipment and surfaces (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓	✓	
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	
13.	✓	✓	
14.	✓	✓	

212 Be able to undertake deep cleaning of equipment and surfaces (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓		

212 Be able to restore the deep clean area (3)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓	✓	
10.	✓		
11.	✓		
12.	✓		
13.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE  
 (See page 16 of the Qualification Handbook for more details)

## Unit 212 Deep clean equipment and surfaces

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to prepare to deep clean equipment and surfaces</b> <sup>(4)</sup>							
1	locate the relevant cleaning specification and describe what is required to do the task						
2	remove personal items and store them correctly						
3	select and wear appropriate personal protective equipment for the task						
4	select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling						
5	check that the equipment is serviceable						
6	check that the surface and equipment is suitable for the planned treatment						
7	report damaged equipment and surfaces which are deteriorating						
8	contact the appropriate person for advice on:						
	• soiling						
	• surfaces that could be damaged by cleaning						
	• health risks of using a substance						
9	check the work area for factors which may affect the clean						
10	ensure that power supplies are isolated and protected during cleaning						
11	ventilate the work area						
12	check for authorisation to use any deep cleaning equipment prior to use						
13	check whether there are any additional requirements from the customer regarding the deep clean						
14	report any reasons for not using the specified equipment						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

## Unit 212 Deep clean equipment and surfaces

<b>Understand how to prepare to deep clean equipment and surfaces</b> <sup>(1)</sup>		
You must be able to:		PRN
1	explain the importance of having an up to date cleaning specification and where it can be found	
2	state the importance of maintaining standards of personal hygiene when cleaning	
3	state the importance of removing personal items prior to cleaning and where they should be stored	
4	describe the best methods and materials for carrying out deep cleaning identifying possible alternatives	
5	state the importance of wearing appropriate personal protective equipment and for others to see it being worn	
6	explain how the following factors might affect the type of cleaning required:	
	• type of soiling	
	• type of surface	
	• position	
	• amount of soiling	
7	explain how to check that the equipment and surface is suitable for the treatment	
8	explain the importance of reporting damaged and deteriorating surfaces	
9	state why the selected treatment might not be suitable	
10	explain the importance of immediately reporting any concerns about the deep clean	
11	state how to ventilate the work area	
12	state additional customer or manufacturer's standards that may need to be applied to the work surface and equipment	

## Unit 212 Deep clean equipment and surfaces

Performance evidence required		Portfolio Reference Number (PRN)							
<b>Be able to undertake deep cleaning of equipment and surfaces</b> (5)									
1	remove superficial dust and debris before starting the deep clean								
2	soften ground-in soil and stains before trying to remove them								
3	conduct a test clean in an area where marks are least likely to be noticed								
4	follow manufacturer's instructions when disassembling equipment								
5	apply the treatment safely, evenly and methodically following manufacturer's instructions and without over-wetting or damaging the surface								
6	ensure that absorbent patches are pre-treated and that stubborn and ingrained stains are given concentrated treatment								
7	protect furniture and equipment in areas where a wet treatment is being used								
8	follow the manufacturer's and organisational requirements in the safe use and disassembly of machinery and equipment								
9	ensure safety of self and others throughout the cleaning process								
		Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to deep clean equipment and surfaces</b> (2)		PRN
You must be able to:		
1	describe why there are checks and restrictions in place for the use of deep cleaning equipment	
2	describe how to check that equipment is in safe working order	
3	state the organisational requirements for reporting problems with equipment	
4	state the importance of removing superficial dust and debris	
5	describe how to soften ground-in soil and stains	
6	state the importance of softening ground-in soiling	
7	explain how to select the most appropriate place to carry out test cleans	
8	explain why test cleans should be carried out before applying treatments	
9	explain why treatments should be applied evenly	
10	state when equipment and surfaces should be pre-treated	
11	state how long the treatment should take to work	
12	state where to find manufacturer's instructions for:	
	• disassembling and re-assembling food equipment	
	• applying treatments	
	• operating equipment	
13	state why it is important to follow manufacturer's and organisational requirements	

## Unit 212 Deep clean equipment and surfaces

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to restore the work area for use</b> <sup>(6)</sup>							
1	check the cleaned surface for an even appearance						
2	ensure the surface is left free from dirt and excess moisture						
3	rinse treated surfaces if necessary without disturbing the surrounding area						
4	apply protective coatings and treatments if necessary						
5	reinstate the work area						
6	check that no residues remain on furniture and equipment						
7	check for and report any signs of pest infestation						
8	check that equipment with moving parts is working after the deep clean						
9	report any defects and damage caused during cleaning						
10	dispose of used and un-used solutions according to manufacturer's instructions						
11	clean the equipment after use						
12	store cleaning agents and treatments in a safe and secure place						
13	clean and store equipment after use						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to restore the deep clean area</b> <sup>(3)</sup>		PRN
You must be able to:		
1	describe what to look for when checking the cleaned area and equipment	
2	state what treatments require rinsing	
3	describe why and how rinsing of treatments should be carried out	
4	state the organisational requirements for reporting soiling or stains that cannot be removed	
5	state factors which might mean another treatment is required	
6	describe the importance of putting items back to their original place after cleaning	
7	describe how to check for pest infestation	
8	state the organisational requirements for reporting pest infestations	
9	state why it is important to check that equipment is working properly	
10	explain the procedures for the disposal of used and unused treatments and why this is important	
11	state the importance of cleaning equipment after use	
12	state where cleaning treatments, equipment and machinery should be stored	
13	describe the importance of cleaning and checking personal protective equipment after use	
14	state the organisational requirements for storing and disposing of personal protective equipment	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 213 Clean, maintain and protect semi-hard and hard floors

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 23

## Unit aim

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

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

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

## Learning outcomes

- be able to prepare to clean semi-hard and hard floors (5)
- understand how to prepare to clean semi-hard and hard floors (1)
- be able to clean semi-hard and hard floors (6)<sup>1</sup>
- understand how to clean semi-hard and hard floors (2)
- understand how to treat semi-hard and hard floors (3)
- be able to protect hard floors (7)
- understand how to protect hard floors (4)

## Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts overleaf give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

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<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

# Unit 213 Clean, maintain and protect semi-hard and hard floors

## Evidence requirements

213 Be able to prepare to clean semi-hard and hard floors (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓	✓	
7.	✓		

213 Be able to clean semi-hard and hard floors (6)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓		
8.	✓	✓	
9.	✓	✓	

213 Be able to protect hard floors (7)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE  
 (See page 16 of the Qualification Handbook for more details)



## Unit 213 Clean, maintain and protect semi-hard and hard floors

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to prepare to clean semi-hard and hard floors</b> <sup>(5)</sup>							
1	prepare the work area and equipment so that the task can be completed efficiently and correctly						
2	select the appropriate personal protective equipment for use when cleaning floors						
3	select the correct equipment for the work area and the most effective treatment to use						
4	report damaged and deteriorated floor surfaces that may require restoration						
5	identify and note any factors that may affect how the floor is cleaned						
6	identify any additional requirements that need to be applied other than supervisors instructions						
7	ventilate the area during cleaning						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to prepare to clean semi-hard and hard floors</b> <sup>(1)</sup>		
You must be able to:		PRN
1	state types of semi-hard and hard floors	
2	explain the process for preparing to clean hard floors	
3	state the importance of maintaining personal hygiene when cleaning	
4	state the importance of removing personal items and where these should be stored	
5	state the importance of wearing appropriate personal protective equipment and for others to see it being worn	
6	state the importance of checking health and safety instructions against organisational requirements	
7	explain why it is important to follow the checks and restrictions for use of deep cleaning equipment	
8	state what could happen if the right safety measures are not taken	
9	state the importance of colour coding	
10	state factors which would affect how to clean a semi hard or hard floor	

## Unit 213 Clean, maintain and protect semi-hard and hard floors

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to clean semi-hard and hard floors</b> <sup>(6)</sup>							
1	remove large items of debris and loose dust carefully and safely without causing it to spread						
2	report any bodily fluid or spillages that cannot be identified, according to organisational requirements						
3	select a method for clearing up spillages that is correct for:						
	• the floor						
	• the size of spillage						
3	• the type of spillage						
4	select equipment and cleaning agents that are right for the floor taking into account the amount of ground in-soil						
5	soften ground in soil and stains before attempting to remove them						
6	conduct a test clean in an area where marks are least likely to be noticed						
7	apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface						
8	report stains that cannot be removed						
9	dispose of unused cleaning treatments and waste products in line with organisational requirements						
Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to clean semi-hard and hard floors</b> <sup>(2)</sup>		PRN
You must be able to:		
1	state the importance of removing large items of debris by hand before beginning cleaning	
2	describe the safe handling techniques which should be used for removing large items of debris	
3	state methods for removing loose dust and debris	
4	explain how to select a method for removing loose dust and debris	
5	state which containers to put dust and debris into	
6	describe how different types of spillages can be identified	
7	describe the importance of reporting body fluids and spillages that you cannot identify	
8	give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued	
9	state methods that could be used to remove spillages	
10	explain how to select a method to clean up spillages	
11	state the importance of disposing of unused cleaning solutions correctly	

## Unit 213 Clean, maintain and protect semi-hard and hard floors

<b>Understand how to treat semi-hard and hard floors</b> <sup>(3)</sup>		
You must be able to:		PRN
1	state methods of treatment for semi hard and hard floors and the most effective and economical to use for the task	
2	explain how to select the most appropriate place to carry out test cleans	
3	explain why test cleans should be carried out before applying treatments	
4	describe the circumstances under which equipment and surfaces should be pre-treated	
5	explain why treatments should be applied evenly	
6	state the importance of reporting any stains that cannot be removed	
7	state the importance of leaving the floor: <ul style="list-style-type: none"> <li>• neutralised</li> </ul>	
	<ul style="list-style-type: none"> <li>• free of ground in soil</li> </ul>	
	<ul style="list-style-type: none"> <li>• free of protective coatings</li> </ul>	

<b>Performance evidence required</b>	Portfolio Reference Number (PRN)							
<b>Be able to protect hard floors</b> <sup>(7)</sup>								
1	select an appropriate protective coating and equipment for the floor surface							
2	apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions							
3	leave the floor dry and free of dust							
4	dispose of unused materials correctly and return items to the correct place							
5	dispose of waste correctly							
6	reinstate the work area							
		Type of evidence →						

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to protect hard floors</b> <sup>(4)</sup>		
You must be able to:		PRN
1	state the range of protective coatings available	
2	describe how to select an appropriate protective coating	
3	explain how to decide on the number of protective coatings which should be applied	
4	state the importance of applying the coating and burnishing evenly	
5	describe the correct method of disposing of unused protective coatings	
6	state the importance of putting things back as you found them when cleaning is complete	

**Confirm completion of this Unit on the Summary of Achievement page.**

# Unit 214 Clean and maintain soft floors and furnishings

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 21

## Unit aim

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

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

## Learning outcomes

- be able to prepare to maintain soft floors and furnishings (3)<sup>1</sup>
- understand how to prepare to clean soft floors and furnishings (1)
- be able to maintain soft floors and furnishings (4)
- understand how to maintain soft floors and furnishings (2)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

214 Be able to prepare to maintain soft floors and furnishings (3)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	
6.	✓	✓	
7.	✓	✓	
8.	✓		

214 Be able to maintain soft floors and furnishings (4)			
PC	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓	✓	

**O = Observation    Q = Question & answer    S = Simulation/RWE**

**(See page 16 of the Qualification Handbook for more details)**

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 214 Clean and maintain soft floors and furnishings

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to prepare to maintain soft floors and furnishings</b> <sup>(3)</sup>							
1	prepare the work area and equipment so that the task can be completed efficiently and safely						
2	examine the material to make sure it is suitable for the planned treatment given the:						
	• type of soiling						
	• position						
	• amount of soiling						
3	identify whether the material is colourfast and shrink resistant						
4	identify and report damaged and deteriorated surfaces that may require restoration						
5	identify and note any factors that may affect how the material is cleaned						
6	identify any additional requirements that need to be applied other than supervisors instructions						
7	identify and move any portable objects that may hinder working						
8	ventilate the area during deep cleaning						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to prepare to maintain soft floors and furnishings</b> <sup>(1)</sup>		PRN
You must be able to:		
1	describe the importance of having an up-to-date cleaning specification and from where it can be obtained	
2	state the importance of maintaining personal hygiene when cleaning	
3	state the importance of removing personal items and where these should be stored	
4	state the importance of wearing the appropriate personal protective equipment and for others to see it being worn	
5	state the importance of checking health and safety instructions against organisational requirements	
6	explain why it is important to follow the checks and restrictions for use of deep cleaning equipment	
7	describe how to assess that the material is suitable for the planned treatment	

## Unit 214 Clean and maintain soft floors and furnishings

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to maintain soft floors and furnishings</b> <sup>(4)</sup>							
1	remove loose dust and debris before applying the cleaning agent or treatment						
2	soften ground-in soil and stains before attempting to remove them						
3	conduct a test clean in an area where marks are least likely to be noticed						
4	apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material						
5	assess the treated area and apply more treatment to remove stains safely where necessary						
6	leave surfaces with an even appearance when work is completed						
7	leave the material free of excess moisture and ground in soil when work is completed						
8	dispose of waste correctly						
9	reinstate the work area						
10	report stains that cannot be removed						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to maintain soft floors and furnishings</b> <sup>(2)</sup>		
You must be able to:		PRN
1	state the importance of removing superficial dust and debris before commencing the cleaning process and how this is done	
2	describe the best methods and materials for carrying out deep cleaning identifying possible alternatives	
3	describe methods of softening ground in soiling and stains and how to identify when the material is soft enough	
4	explain how to select the most appropriate place to carry out test cleans	
5	explain why test cleans should be carried out before applying treatments	
6	describe the circumstances in which equipment and surfaces should be pre-treated	
7	explain why treatments should be applied evenly	
8	describe how to clean methodically to reduce dust spreading	
9	state ways to avoid damaging surfaces and the possible results of any damage	
10	state the importance of taking precautions in cleaning unsecured items such as rugs	
11	state the possible dangers of working at heights and how to do so safely	
12	describe the importance of removing any excess moisture from the area which has been cleaned	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 215 Clean glazed surfaces and facades

**Level: 2**

**Credit value: 3**

**Recommended guided learning hours: 15**

### Unit aim

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

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

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

### Learning outcomes

- be able to clean glazed surfaces and facades (3)<sup>1</sup>
- understand how to clean glazed surfaces and facades (1)
- be able to finish cleaning glazed surfaces and facades, and reinstate the work area (4)
- understand how to finish cleaning glazed surfaces and facades, and reinstate the work area (2)

### Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

215 Be able to clean glazed surfaces and facades (3)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓		
10.	✓		
11.	✓	✓	
12.	✓		
13.	✓	✓	

215 Be able to finish cleaning glazed surfaces and facades, and reinstate the work area (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

**O = Observation    Q = Question & answer    S = Simulation/RWE**  
**(See page 16 of the Qualification Handbook for more details)**

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 215      Clean glazed surfaces and facades

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to clean glazed surfaces and facades</b> <sup>(3)</sup>							
1	follow procedures for entering the work area						
2	inspect the surface to identify any defects prior to cleaning						
3	report defects on surfaces according to organisational requirements						
4	check that all cleaning equipment is clean and free of residue						
5	check that all windows and openings are closed before cleaning						
6	select and display appropriate warning signs clearly						
7	treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents						
8	use approved methods and equipment to carry out cleaning						
9	use techniques that reduce risks of personal strain and injury						
10	use cleaning equipment according to manufacturer's instructions and organisational requirements						
11	report any previously unidentified damage						
12	check that the work area is not over-wetted						
13	follow organisational requirements in the event of a fault or emergency						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to clean glazed surfaces and facades</b> <sup>(1)</sup>		
You must be able to:		PRN
1	describe the procedures for entering and leaving the workplace	
2	describe how to inspect surfaces	
3	describe the importance of reporting defects on surfaces	
4	state why the equipment should be clean before use	
5	describe procedures for closing windows and openings before cleaning	
6	describe the importance of windows and openings being closed before cleaning	
7	describe advantages of treating surfaces before applying cleaning agents	
8	state organisational requirements for:	
	<ul style="list-style-type: none"> <li>• cleaning glazed surfaces and facades</li> <li>• equipment that should be used for cleaning glazed surfaces and facades</li> </ul>	
9	describe the techniques that should be used to avoid personal injury or strain	
10	state where to find the manufacturer's instructions for operating equipment or machinery	
11	state organisational requirements for reporting faults and emergencies	



## Unit 215 Clean glazed surfaces and facades

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to finish cleaning glazed surfaces and facades, and reinstate the work area</b> <sup>(4)</sup>							
1	remove excess water from the surface and leave it streak free						
2	check that all surfaces are dry upon completion of cleaning						
3	apply treatments or protective coatings to surfaces following cleaning						
4	check that accessories, fittings, frames and furniture are free of cleaning residue						
5	reinstate the work area						
6	dispose of waste in accordance with organisational requirements						
7	check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning						
8	return tools and equipment to the correct storage area						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to finish cleaning glazed surfaces and facades, and reinstate the work area</b> <sup>(2)</sup>		
You must be able to:		PRN
1	state the techniques and equipment for removing excess water	
2	describe different treatments that can be applied to surfaces upon completion of cleaning	
3	describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning	
4	state the importance of reinstating the area	
5	state the organisational requirements for disposing of waste	
6	state the importance of cleaning equipment and machinery after use	
7	state the organisational requirements for cleaning equipment and machinery after use	
8	state where cleaning equipment and machinery should be stored	

**Confirm completion of this Unit on the Summary of Achievement page.**

# Unit 216 Deal with non-routine waste

**Level:** 2

**Credit value:** 3

**Recommended guided learning hours:** 22

## Unit aim

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

## Learning outcomes

- be able to handle and label non-routine waste safely(4)<sup>1</sup>
- understand how to handle and label non-routine waste (1)
- be able to transfer non-routine waste and deal with containers (5)
- understand how to transfer non-routine waste and deal with containers (3)
- understand how to handle suspicious items (2)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

<b>216 Be able to handle and label non-routine waste safely (4)</b>			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	✓
13.	✓		

<b>216 Be able to transfer non-routine waste and deal with containers (5)</b>			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		

**O = Observation    Q = Question & answer    S = Simulation/RWE**

**(See page 16 of the Qualification Handbook for more details)**

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 216 Deal with non-routine waste

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to handle and label non-routine waste safely</b> <sup>(4)</sup>							
1	prepare self and the work area to do the task efficiently, correctly and safely						
2	select and wear appropriate personal protective equipment						
3	identify the location of the waste holding areas						
4	check that storage containers are securely sealed before handling						
5	check that seals on storage containers are unbroken after moving						
6	identify waste to be collected and transferred to a collection point and follow correct handling procedures						
7	identify the waste material for collection and segregate or sort before disposal to collection point						
8	mark the origin of waste clearly						
9	label and record movement of waste						
10	ensure the safety of self and others when handling sacks and receptacles						
11	use the handles provided to move rigid containers						
12	identify sharps that require special handling and use the pick up kit or specific box for their disposal						
13	check with the appropriate person before removing unidentified items						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to handle and label non-routine waste</b> <sup>(1)</sup>		PRN
You must be able to:		
1	describe the procedures and methods for preparing self and the work area	
2	list different types of personal protective equipment	
3	describe the importance of wearing personal protective equipment and for others to see it being worn	
4	describe the importance of maintaining personal hygiene when handling non-routine waste	
5	explain ways to mark, label and record waste and its movement	
6	explain the importance of marking, labelling and recording waste and its movement correctly	
7	identify equipment required to dispose of sharps safely	
8	explain the procedures for disposing of sharps safely	
9	describe methods for handling and disposing of clinical waste	
10	describe safe procedures for segregating and sorting waste for recycling	

## Unit 216 Deal with non-routine waste

Performance evidence required		Portfolio Reference Number (PRN)				
<b>Be able to transfer non-routine waste and deal with containers</b> (5)						
1	ensure that containers of waste materials are taken safely to the right place and secured if necessary					
2	follow organisational requirements to cut down the risk of contaminating surrounding areas					
3	follow organisational requirements for reporting:					
	<ul style="list-style-type: none"> <li>• signs of pest infestation</li> <li>• faulty/broken equipment</li> </ul>					
4	clean waste containers following organisational requirements					
5	replace bin liners and set up fresh containers					
6	leave clean containers in the correct place and in a condition which is fit for use					
7	apply organisational requirements on the safe removal of waste spillages					
8	leave holding areas clean when finished					
9	secure cleaning equipment, machinery and waste containers to the correct storage area					
10	follow procedures for the removal, cleaning and disposal of used personal protective equipment					
Type of evidence →						

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to transfer non-routine waste and deal with containers</b> (3)		PRN
You must be able to:		
1	describe procedures for transferring waste	
2	describe the methods used to ensure safe carriage of collected waste to the holding areas	
3	describe the organisational requirements for dealing with sanitation bins	
4	describe ways to identify problem and hazardous waste	
5	describe why the location and cleaning of waste areas is important in preventing and controlling pests	
6	describe the importance of repackaging waste containers that have dangerous residue on the outside	
7	describe the organisational requirements for reporting and handling waste spillages	
8	state the standards of cleanliness required for holding areas, empty holding bins and collection bins	

## Unit 216 Deal with non-routine waste

<b>Understand how to handle suspicious items</b> <sup>(2)</sup>		
You must be able to:		PRN
1	state ways to identify suspicious items	
2	explain the organisational requirements for dealing with suspicious items	
3	state the importance of checking with the appropriate person before removing unidentified items	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 217 Carry out maintenance and minor repairs

**Level:** 2

**Credit value:** 3

**Recommended guided learning hours:** 24

## Unit aim

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

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

## Learning outcomes

- be able to prepare to carry out maintenance and minor repairs (3)<sup>1</sup>
- understand how to prepare to carry out maintenance and minor repairs (1)
- be able to carry out maintenance and minor repairs (4)
- understand how to carry out maintenance and minor repairs (2)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

217 Be able to prepare to carry out maintenance and minor repairs (3)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		

217 Be able to carry out maintenance and minor repairs (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓	✓	
7.	✓	✓	
8.	✓		
9.	✓		

**O = Observation Q = Question & answer S = Simulation/RWE**  
 (see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 217 Carry out maintenance and minor repairs

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to prepare to carry out maintenance and minor repairs (3)</b>							
1	identify the items that need maintenance and the repair work required						
2	assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs						
3	select the hand tools and equipment that are the most appropriate for the task						
4	protect the immediate surrounding areas throughout the preparations and the work						
5	apply the appropriate method for repairing damaged areas or surfaces for repair						
		Type of evidence →					
O = Observation    Q = Question & answer    S = Simulation/RWE							

<b>Understand how to prepare to carry out maintenance and minor repairs (1)</b>		
You must be able to:		PRN
1	state the type and amount of maintenance and repair work that is required	
2	describe how environmental and other site conditions can influence how work is carried out	
3	state which tools and equipment are appropriate for the task	
4	describe the importance of carrying out preparatory work before carrying out repairs	
5	describe the importance of protecting the surrounding area	
6	state methods which can be used to protect the surrounding area	

## Unit 217 Carry out maintenance and minor repairs

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to carry out maintenance and minor repairs</b> <sup>(4)</sup>							
1	use safe and approved working practices and techniques						
2	isolate any electrical supplies						
3	ensure that there are no adverse effects to the finished items or appearance of the surrounding areas						
4	Check that replacement items function correctly and operate safely						
5	check that the working and surrounding areas match following maintenance and repair work						
6	report any maintenance or repair work that you are not competent to carry out						
7	report any cleaning requirements that cannot be carried out						
8	clean tools and equipment after use						
9	secure tools, equipment and used materials in the correct storage area						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to carry out maintenance and minor repairs</b> <sup>(2)</sup>		
You must be able to:		PRN
1	describe safe, approved working practices for carrying out the work	
2	describe how to make sure that the surrounding areas are maintained during maintenance and repair	
3	describe the importance of retaining the items to be replaced	
4	describe how to check that items, which have been repaired function correctly and why this should be done	
5	describe the organisational requirements for reporting any maintenance and repair work that you are not competent to carry out	
6	describe methods of cleaning tools and equipment	
7	state the importance of cleaning tools and equipment after use	
8	state where tools, equipment and unused materials should be stored	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**



# Unit 218 Perform street cleansing manually

**Level:** 2

**Credit value:** 3

**Recommended guided learning hours:** 24

## Unit aim

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

## Learning outcomes

- be able to remove litter, detritus and debris from grounds (3)<sup>1</sup>
- understand how to remove litter, detritus and debris from grounds (1)
- be able to maintain waste collection points (4)
- understand how to maintain waste collection points (2)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

218 Be able to remove litter, detritus and debris from grounds (3)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

218 Be able to maintain waste collection points (4)			
PC ref.	O	Q	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		

**O = Observation Q = Question & answer S = Simulation/RWE**  
 (see page 16 of the Qualification Handbook for more details)

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 218 Perform street cleansing manually

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to remove litter, detritus and debris from grounds</b> <sup>(3)</sup>							
1	confirm with the appropriate person the area to be cleaned						
2	select and wear appropriate personal protective equipment for the task						
3	select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area						
4	use equipment safely following organisational requirements						
5	use the correct method for removing litter from the ground surface						
6	secure mobile equipment when not in use						
7	segregate litter and put it into the correct container/location						
8	transfer waste to the correct collection points						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to remove litter, detritus and debris from grounds</b> <sup>(1)</sup>		
You must be able to:		PRN
1	list the permits and checks that may be required for the task	
2	describe factors which should be taken into account when identifying litter, detritus and debris	
3	describe organisational requirements for reporting items that may present a risk to health and safety	
4	state the importance of wearing the required personal protective equipment and for others to see it being worn	
5	state different types of equipment for removal of litter, detritus and debris	
6	describe how to identify the correct equipment for the type of litter, detritus and debris	
7	describe actions that need to be taken in order to deal with hazardous debris and detritus	
8	state why mobile equipment should be secured	
9	state the consequences of not securing mobile equipment	
10	state the importance of segregating litter and putting it into the correct container/location	
11	state the importance of ensuring the work area is left free of litter, detritus and debris	
12	state the organisational requirements for reporting when work has been completed	
13	state the importance of adhering to organisational requirements for reporting when work has been completed	

## Unit 218 Perform street cleansing manually

Performance evidence required		Portfolio Reference Number (PRN)						
<b>Be able to maintain waste collection points</b> <sup>(4)</sup>								
1	identify the number and location of the waste collection points							
2	identify waste that needs specialist treatment or handling							
3	follow organisational requirements for dealing with waste that requires specialist treatment or handling							
4	empty containers and replace as necessary							
5	leave the area clean and tidy							
6	report any problems following organisational requirements							
7	return equipment to the correct place and store securely							
8	report that work has been completed							
		Type of evidence →						

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to maintain waste collection points</b> <sup>(2)</sup>		
You must be able to:		PRN
1	describe where information on the number and location of waste collection points can be found	
2	state types of hazardous debris and detritus	
3	describe actions that need to be taken in order to deal with hazardous debris and detritus	
4	describe how to operate equipment safely	
5	describe the organisational requirements for emptying containers	
6	describe how to identify when containers need replacing	
7	describe the organisational requirements for reporting problems	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 219 Perform street cleansing mechanically

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 31

## Unit aim

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

## Learning outcomes

- understand how to operate vehicles, equipment and machinery (2)<sup>1</sup>
- be able to remove litter and detritus (5)
- understand how to remove litter, detritus and debris (1)
- be able to deal with collected waste (6)
- understand how to deal with collected waste (3)
- be able to clean and store vehicles, equipment and machinery (7)
- know how to clean and store vehicles, equipment and machinery (4)

## Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts overleaf give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

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<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

# Unit 219 Perform street cleansing mechanically

## Evidence requirements

219 Be able to remove litter and detritus (5)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		
9.	✓		
10.	✓		

219 Be able to deal with collected waste (6)			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		

219 Be able to clean and store vehicles, equipment and machinery (7)			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		

O = Observation    Q = Question & answer    S = Simulation/RWE  
 (See page 16 of the Qualification Handbook for more details)

## Unit 219 Perform street cleansing mechanically

<b>Understand how to operate vehicles, equipment and machinery</b> <sup>(2)</sup>		
You must be able to:		PRN
1	state the level of legal and organisational authority needed to operate the vehicle or machinery	
2	state how the legal and organisational authority would be obtained	
3	state the types of personal protective equipment required for: <ul style="list-style-type: none"> <li>• vehicles</li> </ul>	
	<ul style="list-style-type: none"> <li>• equipment and machinery</li> </ul>	
	<ul style="list-style-type: none"> <li>• working conditions</li> </ul>	
4	describe how to check that the vehicles and machinery have sufficient resources	
5	state where additional resources can be obtained	
6	state the organisational requirements for reporting faults with vehicles, equipment and machinery	
7	state the importance of operating vehicles, equipment and machinery safely	
8	state the importance of securing mechanical equipment	

## Unit 219 Perform street cleansing mechanically

Performance evidence required		Portfolio Reference Number (PRN)							
<b>Be able to remove litter and detritus (5)</b>									
1	confirm with the appropriate person the area to be cleaned								
2	select the: <ul style="list-style-type: none"> <li>vehicle suitable for the litter, detritus and surfaces to be cleaned</li> </ul>								
	<ul style="list-style-type: none"> <li>equipment and machinery suitable for the litter, detritus and surfaces to be cleaned</li> </ul>								
	<ul style="list-style-type: none"> <li>cleaning methods suitable for the litter, detritus and surfaces to be cleaned</li> </ul>								
3	confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery								
4	select and wear personal protective equipment appropriate for the: <ul style="list-style-type: none"> <li>vehicle</li> </ul>								
	<ul style="list-style-type: none"> <li>equipment and machinery</li> </ul>								
	<ul style="list-style-type: none"> <li>working conditions</li> </ul>								
5	check that vehicles and machinery have sufficient resources								
6	report faults with vehicles, equipment and machinery								
7	use appropriate methods for removing litter detritus and debris according to: <ul style="list-style-type: none"> <li>type of litter, detritus and debris</li> </ul>								
	<ul style="list-style-type: none"> <li>equipment and machinery</li> </ul>								
	<ul style="list-style-type: none"> <li>vehicles</li> </ul>								
	<ul style="list-style-type: none"> <li>working conditions</li> </ul>								
8	operate vehicles, equipment and machinery safely following organisational requirements								
9	secure vehicles and machinery when not in use								
10	Use methods which allow maximum clearance of litter, detritus and debris considering working conditions								
		Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

## Unit 219 Perform street cleansing mechanically

<b>Understand how to remove litter, detritus and debris</b> <sup>(1)</sup>		
You must be able to:		PRN
1	list the permits and checks that may be required for the task	
2	describe factors which should be taken into account when identifying litter, detritus and debris	
3	describe organisational requirements for reporting items that may present a risk to health and safety	
4	state the importance of wearing the required personal protective equipment and for others to see it being worn	
5	state types of hazardous debris and detritus	
6	describe actions that need to be taken in order to deal with hazardous debris and detritus	

<b>Performance evidence required</b>	Portfolio Reference Number (PRN)								
<b>Be able to deal with collected waste</b> <sup>(6)</sup>									
1	make sure spillages are treated correctly before removing them								
2	report any problems following organisational requirements								
3	transfer collected waste to the designated collection point								
4	discharge and dispose of waste in line with legal and organisational requirements								
5	check that the waste hopper has been left empty								
Type of evidence →									

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to deal with collected waste</b> <sup>(3)</sup>		
You must be able to:		PRN
1	state types of spillage that can occur	
2	describe how to check that spillages have been treated correctly	
3	describe the organisational requirements for reporting problems	
4	state the location of the designated collection points for waste	
5	describe how to discharge and dispose of collected waste safely	
6	explain the legal and organisational requirements that must be followed when disposing of waste	
7	state the organisational requirements for reporting when work has been completed	
8	state the importance of adhering to organisational requirements for reporting when work has been completed	



## Unit 219 Perform street cleansing mechanically

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to clean and store vehicles, equipment and machinery</b> <sup>(7)</sup>							
1	clean vehicles, equipment and machinery once work is completed						
2	return vehicles, equipment and machinery to the correct place and store securely						
3	report that work has been completed						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Know how to clean and store vehicles, equipment and machinery</b> <sup>(4)</sup>		
You must be able to:		PRN
1	state the designated location for cleaning vehicles, equipment and machinery	
2	describe the methods for cleaning vehicles, equipment and machinery	
3	state the location of the storage areas for vehicles, equipment and machinery	
4	state the importance of leaving storage areas secure	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 220 Work safely at heights

**Level:** 2

**Credit value:** 3

**Recommended guided learning hours:** 30

## Unit aim

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

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

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

## Learning outcomes

- be able to work safely at heights (2)<sup>1</sup>
- understand how to work safely at heights (1)

## Assessment

The 'What you must know' learning outcomes (beginning with the word 'know') will normally be covered by your assessor asking you questions.

'What you must do' learning outcomes (which begin 'be able to'), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the 'what you must do' learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

<b>220 Be able to carry out work safely at heights (2)</b>			
<b>PC ref.</b>	<b>O</b>	<b>Q</b>	<b>S</b>
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		

**O = Observation    Q = Question & answer    S = Simulation/RWE**

**(See page 16 of the Qualification Handbook for more details)**

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 220 Work safely at heights

Performance evidence required		Portfolio Reference Number (PRN)						
<b>Be able to work safely at heights (2)</b>								
1	carry out the work following an agreed plan							
2	assess the risks taking into account the potential dangers of:							
	• falling							
	• dropping tools and debris							
	• stability of ladders							
	• the working area							
	• overhead cables							
	• equipment							
	• other people in the vicinity							
3	take precautions to address identified risks							
4	check that personal protective equipment is functioning properly							
5	select and wear appropriate personal protective equipment including, where relevant, full body harness							
6	check that safety barriers are in place around the working area							
7	check that there is a permit to work, where required, before working at heights							
8	carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use							
9	check that height access equipment is deployed and secure							
10	maintain frequent communication with the appropriate person							
11	leave work areas clean, tidy and free of obstructions							
12	secure height access equipment and personal protective equipment in the correct storage area							
		Type of evidence →						

O = Observation    Q = Question & answer    S = Simulation/RWE

## Unit 220 Work safely at heights

<b>Understand how to work safely at heights</b> <sup>(2)</sup>		
You must be able to:		PRN
1	describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others	
2	describe individual responsibilities relating to maintaining safe working practices	
3	describe procedures when working at heights and how these link to health and safety legislation	
4	describe the risks associated with working at heights especially when carrying and handling objects	
5	describe how risks associated with working at heights can be controlled	
6	describe precautions which should be taken to minimise risks associated with working at heights	
7	describe organisational requirements for preparing for and working at heights	
8	describe organisational requirements for using, cleaning and storing: <ul style="list-style-type: none"><li>• height access equipment</li></ul>	
	<ul style="list-style-type: none"><li>• personal protective equipment</li></ul>	
9	describe how to operate fall protection equipment	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**

# Unit 221 Use a water-fed pole system to clean windows and facades

**Level:** 2

**Credit value:** 4

**Recommended guided learning hours:** 23

## Unit aim

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

## Learning outcomes

- be able to prepare to operate a water-fed pole system (4)<sup>1</sup>
- understand how to prepare to operate a water-fed pole system (1)
- be able to operate a water-fed pole system (5)
- understand how to operate a water-fed pole system (2)
- be able to maintain a water-fed pole system (6)
- know how to how to maintain a water-fed pole system (3)

## Assessment

The ‘What you must know’ learning outcomes (beginning with the word ‘know’) will normally be covered by your assessor asking you questions.

‘What you must do’ learning outcomes (which begin ‘be able to’), are mainly assessed by your assessor, observing you carrying out your job, in the workplace. However, where parts of the unit are not carried out on a regular basis, other forms of evidence may be used. The charts below give guidance on the acceptable types of evidence for each statement in the ‘what you must do’ learning outcomes. Each statement must be covered, but it does not mean that you must provide evidence for all types allowed.

<b>221 Be able to prepare to operate a water-fed pole system (4)</b>			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		

<b>221 Be able to maintain a water-fed pole system (6)</b>			
PC ref.	O	Q	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓	✓	

<b>221 Be able to operate a water-fed pole system (5)</b>			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		

**O = Observation**

**Q = Question & answer**

**S = Simulation/RWE**

**(For more details on assessment, see page 16 of the Qualification Handbook)**

<sup>1</sup> The bracketed number is the Learning Outcome number in the Framework unit.

## Unit 221 Use a water-fed pole system to clean windows and facades

Performance evidence required		Portfolio Reference Number (PRN)							
<b>Be able to prepare to operate a water-fed pole system</b> <sup>(4)</sup>									
1	carry out a risk assessment								
2	load the vehicle and ensure it is not overloaded								
3	select and display the appropriate warning signs								
4	select and wear appropriate personal protective equipment								
5	inspect equipment for defects and damage								
		Type of evidence →							

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to prepare to operate a water-fed pole system</b> <sup>(1)</sup>		PRN
You must be able to:		
1	describe how to conduct a risk assessment	
2	identify the payload capacity of the vehicle used and describe the consequences of overloading the vehicle	
3	describe the importance of displaying appropriate warning signs	
4	describe the importance of wearing high visibility clothing and personal protective equipment and for others to see it being worn	
5	describe the precautions which should be taken to reduce the health and safety risks of using water-fed poles	
6	state the importance of checking and inspecting equipment for defects or damage before use	
7	describe how to identify defects or damage	
8	describe the organisational requirements for reporting defective and damaged equipment	

## Unit 221 Use a water-fed pole system to clean windows and facades

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to operate a water-fed pole system</b> (5)							
1	select the correct length of pole for the surface to be cleaned						
2	ensure that the composition of the pole is correct for the conditions on site						
3	drain the system of water before lifting						
4	maintain regular contact with the appropriate person						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to operate a water-fed pole system</b> (2)		
You must be able to:		PRN
1	describe when it is appropriate to use a backpack system and the safe procedures for doing this	
2	describe the risks associated with using a water-fed pole and how they can be reduced	
3	explain why it is important to use the correct length of pole	
4	describe the correct handling techniques for portable systems	
5	state types of materials used to make poles	
6	state when it is appropriate to use different types of poles	
7	explain why contact should be maintained when working alone	
8	describe how different types of surfaces should be cleaned	
9	describe methods of dealing with different types of soiling	

## Unit 221 Use a water-fed pole system to clean windows and facades

Performance evidence required		Portfolio Reference Number (PRN)					
<b>Be able to maintain a water-fed pole system</b> <sup>(6)</sup>							
1	check tank systems to ensure they comply with relevant legislation						
2	take appropriate actions to prevent build-ups						
3	replace water filters in accordance with manufacturer's instructions						
4	use the correct method of storage for a water-fed pole system						
5	secure water-fed pole systems in the correct storage area						
6	drain the tank and filters when the system is idle for an extended period						
		Type of evidence →					

O = Observation    Q = Question & answer    S = Simulation/RWE

<b>Understand how to maintain a water-fed pole system</b> <sup>(3)</sup>		
You must be able to:		PRN
1	list the important aspects of legislation with which equipment should comply	
2	state the importance of keeping the water tank clean and free of build ups	
3	state the importance of preventing the spread of legionella and other bacteria	
4	describe how to replace water filter	
5	state the importance of storing the tank system and equipment correctly	
6	describe how to remove different types of build up in the tank system	

**Confirm completion of this Unit on the Summary of Achievement Form on page 24.**



## Appendix 1 City & Guilds assessment policies summary

### Health and Safety

All centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

You are responsible for making sure that you understand, and comply with, the health and safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the problem to you. You may need to retake your assessment at a later date.

### Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website [www.cityandguilds.com](http://www.cityandguilds.com), City & Guilds Customer Relations Team or your centre.

### Access to assessment

City & Guilds Framework qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan.

City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com), from the City & Guilds Customer Relations Team or your centre.

### Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

# Appendix 2      General Report

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – General Report

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units:</b>		

Report

Learning Outcome ref.

---

Questions asked with answers:

Learning Outcome ref.

---

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....

# Appendix 3 Observation sheet (Building Interiors)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 205, 207, 208, 213, 214, 216</b>		

**Machinery/Equipment**

- \*Colour coded
- Scrubbing machine
- Wet suction machine
- Floor maintenance pads
- Polish applicator
- Rotary machine
- Stepladders
- \*Wet mop equipment
- \*Dry mop equipment
- Vacuum
- \*Cloths
- \*Buckets

**Materials**

- Detergent
- Hard Surface Cleaner
- Glass Cleaner
- Toilet Cleaner
- Polish
- Water based seal
- Chemical stripper
- Sanitiser

**Floor types**

- Soft Flooring
- Semi-hard flooring
- Hard flooring

**Surfaces**

- Hard surfaces
- Soft surfaces
- Natural
- Synthetic
- Leather

**Type of work**

- Routine
- Non-routine

**Spillages removed**

- Food and drink
- Water Based Substances
- Bodily Fluids
- Oil Based
- Gum and Resin

**Consumables replaced**

- Toilet rolls
- Paper Towels
- Soap

**Types of waste removed**

- Hazardous
- Non-hazardous

Assessor description of observation:

Learning Outcome ref.

Assessor description of observation continued:

Learning Outcome ref.

---

Questions asked during observation with answers:

Learning Outcome ref.

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....

# Appendix 4      Observation sheet (Floor cleaning and soft furniture)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 205, 207, 213, 214, 216, 217</b>		

**Machinery/Equipment**

**\*Colour coded**

- Scrubbing machine
- Wet suction machine
- Wet mop equipment
- Floor maintenance pads
- Polish applicator
- Rotary machine
- Stepladders
- Water Extraction
- Vacuum Extraction
- Shampooer
- \*Cloths
- \*Buckets

**Materials**

- Carpet Cleaner
- Upholstery Cleaner
- Dry Powder
- Solvent
- Polish
- Water based seal
- Chemical stripper

**Floor types**

- Natural carpet
- Synthetic carpet
- Hard
- Semi-hard

**Surfaces**

- Hard surfaces
- Soft surfaces
- Natural
- Synthetic
- Leather

**Type of work**

- Routine
- Non-routine

**Spillages removed**

- Food and drink
- Water Based Substances
- Bodily Fluids
- Oil Based
- Gum and Resin

**Treatments**

- Anti Soil
- Anti Static
- Flame Retardant
- Deodorising
- Anti Flea
- Leather feeding
- Moth Proofing

**Types of waste removed**

- Hazardous
- Non-hazardous

Assessor description of observation:

Learning Outcome ref.

Assessor description of observation continued:

Learning Outcome ref.

Candidate Signature..... Date: .....

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Questions asked during observation with answers:

Learning Outcome ref.

---

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....

# Appendix 5 Observation sheet (Caretaking)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 205, 206, 207, 208, 213, 214, 217, 220</b>		

### Machinery/Equipment

**\*Colour coded**

- Scrubbing machine
- Wet suction machine
- Floor maintenance pads
- Polish applicator
- Rotary machine
- Stepladders
- \*Dry mop equipment
- \*Wet mop equipment
- Vacuum
- \*Cloths
- \*Buckets
- Hand tools
- Power tools

### Materials

- Detergent
- Hard Surface Cleaner
- Glass Cleaner
- Toilet Cleaner
- Repair Material
- Polish
- Water based seal
- Chemical stripper

### Floor types

- Soft Flooring
- Semi-hard flooring
- Hard flooring

### Surfaces

- Hard surfaces
- Soft surfaces
- Natural
- Synthetic
- Leather

### Type of work

- Routine
- Non-routine

### Spillages removed

- Food and drink
- Water Based Substances
- Bodily Fluids
- Oil Based
- Gum resin
- Paint/varnish

### Consumables replaced

- Toilet rolls
- Paper Towels
- Soap

### Types of waste removed

- Hazardous
- Non-hazardous

Assessor description of observation:

Learning Outcome ref.





Assessor description of observation continued:

Learning Outcome ref.

Candidate Signature..... Date: .....

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Questions asked during observation with answers: Learning Outcome ref.

---

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....

## Appendix 6 Observation sheet (Food premises)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 205, 210, 211, 212, 216</b>		

### Machinery/Equipment

#### \*Colour coded

- \*Dry mop equipment
- \*Wet mop equipment
- \*Cloths
- \*Buckets
- Electrical
- Stepladder

### Materials

- Detergent
- Hard Surface Cleaner
- Glass Cleaner
- Disinfectant Cleaner
- Sanitizer
- Acid Cleaner

### Floor types

- Soft Flooring
- Semi-hard flooring
- Hard flooring

### Type of work

- Routine
- Non-routine

### Spillages removed

- Food and drink
- Water Based Substances
- Bodily Fluids
- Oil Based
- Grease deposits
- Burnt deposits

### Appliance and Surfaces Cleaner

- Hot equipment
- Cold equipment
- Electrical/Electronic equipment
- Mechanical equipment

### Types of waste removed

- Non food waste
- Hazardous food waste

Assessor description of observation:

Learning Outcome ref.

Assessor description of observation continued:

Learning Outcome ref.

Candidate Signature..... Date: .....

---

Questions asked during observation with answers:

Learning Outcome ref.

---

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....

# Appendix 7      Observation sheet (Highways and land)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 205, 206, 207, 208, 216, 218, 219</b>		

### Machinery/Equipment

**\*Colour coded**

- Broom/Shovel
- Cart
- Pedestrian
- Driver controlled
- Litter picker
- Spray

### Paving/Construction

- Tarmac
- Flagstones
- Grass
- Flower beds

### Type of work

- Routine
- Non-routine

### PPE/H&S

- Cones
- Warning signs
- Gloves
- Reflective jacket
- Toe tectors

### Consumables replaced

- Post Mounted
- Wheely bin

### Types of waste removed

- Hazardous
- Non-hazardous

Assessor description of observation:

Learning Outcome ref.

Assessor description of observation continued:

Learning Outcome ref.

Candidate Signature..... Date: .....

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Questions asked during observation with answers: Learning Outcome ref.

---

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....

## Appendix 8 Observation sheet (Passenger transport)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 205, 206, 207, 208, 213, 214, 215, 216</b>		

### Machinery/Equipment

\*Colour coded

- Scrubbing machine
- Wet suction machine
- Floor maintenance pads
- Polish applicator
- Rotary machine
- Stepladders
- \*Dry mop equipment
- \*Wet mop equipment
- Vacuum
- \*Cloths
- \*Buckets
- Hand Tools

### Materials

- Detergent
- Hard Surface Cleaner
- Glass Cleaner
- Toilet Cleaner

### Floor types

- Soft Flooring
- Semi-hard flooring
- Hard flooring

### Surfaces

- Hard surfaces
- Soft surfaces
- Natural
- Synthetic
- Leather

### Spillages removed

- Food and drink
- Water Based Substances
- Bodily Fluids
- Oil Based
- Gum and resin

### Consumables replaced

- Toilet rolls
- Paper Towels
- Soap

### Treatments

- Anti Soil
- Anti Static
- Flame Retardant
- Deodorising
- Anti Flea
- Leather feeding
- Moth Proofing

### Type of work

- Routine
- Non-routine

### Types of waste removed

- Hazardous
- Non-hazardous

Assessor description of observation:

Learning Outcome ref.

Assessor description of observation continued:

Learning Outcome ref.

Candidate Signature..... Date: .....

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Questions asked during observation with answers: Learning Outcome ref.

---

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....



## Appendix 9 Observation sheet (High Risk Areas)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 205, 207, 208, 209, 212, 213, 214, 216</b>		

### Machinery/Equipment

\*Colour coded

- Scrubbing machine
- Wet suction machine
- Floor maintenance pads
- Polish applicator
- Rotary machine
- Stepladders
- \*Dry mop equipment
- \*Wet mop equipment
- Vacuum
- \*Cloths
- \*Buckets

### Materials

- Detergent
- Hard Surface Cleaner
- Glass Cleaner
- Toilet Cleaner
- Polish
- Water based seal
- Chemical stripper
- Disinfectant
- Sanitizer

### Floor types

- Soft Flooring
- Semi-hard flooring
- Hard flooring

### Surfaces

- Hard surfaces
- Soft surfaces
- Natural
- Synthetic
- Leather

### Type of work

- Routine
- Non-routine

### Spillages removed

- Food and drink
- Water Based Substances
- Bodily Fluids
- Oil Based
- Gum and Resin

### Consumables replaced

- Toilet rolls
- Paper Towels
- Soap

### Treatments

- Anti Soil
- Anti Static
- Flame Retardant
- Deodorising
- Anti Flea
- Leather feeding
- Moth Proofing

### Types of waste removed

- Hazardous
- Non-hazardous

Assessor description of observation:

Learning Outcome ref.

Assessor description of observation continued:

Learning Outcome ref.

Candidate Signature..... Date: .....

---

Questions asked during observation with answers: Learning Outcome ref.

---

Assessor feedback:-

Candidate signature..... Date: .....

Assessor signature..... Date: .....

# Appendix 10 Observation sheet (Cleaning exterior surfaces and windows)

Level 2 Award/Certificate/Diploma in Cleaning Support Services Skills (7648) – Observation Sheet

<b>Candidate:</b>	<b>Assessor:</b>	<b>PRN:</b>
<b>Applicable Units: 105, 106, 201, 202, 203, 206, 207, 215, 220, 221</b>		

### Machinery/Equipment

\*Colour coded

- Buckets
- Stepladders
- Water fed pole equipment
- Cloths
- Scrim
- Squeeze

### Materials

- Detergent
- Hard surface cleaner
- Graffiti remover
- Glass cleaner

### Surfaces

- Glass surfaces
- Laminated surfaces
- Walls
- Fascias
- Guttering
- Decorative cladding

### PPE/H&S

- Cones
- Warning signs
- Gloves
- Reflective jacket
- Toe tectors

### Type of work

- Routine
- Non-routine

Assessor description of observation:

Learning Outcome ref.

Assessor description of observation continued:

Learning Outcome ref.

Candidate Signature ..... Date: .....

---

Questions asked during observation with answers:

Learning Outcome ref.

---

Assessor feedback:-

Candidate signature ..... Date: .....

Assessor signature ..... Date: .....

# Appendix 11 Incident/Occurrence Log

Candidate Name: \_\_\_\_\_ signature \_\_\_\_\_

Date	<u>INCIDENT / OCCURRENCE</u>	PRN
<u>Outcome</u>		
If incident/occurrence is witnessed please complete below		
Witness name:	Position:	Signature:

Date	INCIDENT / OCCURRENCE	PRN
<b>Outcome</b>		
If incident/occurrence is witnessed please complete below		
Witness Name	Position	Signature

Date	INCIDENT / OCCURRENCE	PRN
<b>Outcome</b>		
If incident/occurrence is witnessed please complete below		
Witness Name	Position	Signature

# Appendix 12 Incident/Occurrence Log Sample

Candidate: \_\_\_\_\_

<b>Date 1/4/10</b>	<b>INCIDENT / OCCURRENCE</b>	<b>PRN 1</b>
<p>using colour coded damp mopping equipment. Mop head fell off.</p>		
<p><b>Outcome</b> Picked it up. With mop handle went to see supervisor for a new mop head.</p>		
<p><b>If incident/occurrence is witnessed please complete below</b></p>		
<b>Witness Name</b>	<b>Position</b>	<b>Signature</b>

<b>Date 1/6/10</b>	<b>INCIDENT / OCCURRENCE</b>	<b>PRN 2</b>
<p>Went to work- security code for front door did not work.</p>		
<p><b>Outcome</b> Rang supervisor on mobile, got told code had been changed- they forgot to tell me. used new code and got in.</p>		
<p><b>If incident/occurrence is witnessed please complete below</b></p>		
<b>Witness Name</b>	<b>Position</b>	<b>Signature</b>

<b>Date 1/6/10</b>	<b>INCIDENT / OCCURRENCE</b>	<b>PRN 3</b>
<p>New member of staff started, he spent 2 days with me, I showed him what to do, the workplace routine and procedures.</p>		
<p><b>Outcome</b> After the 2 days he went to work on a new area.</p>		
<p><b>If incident/occurrence is witnessed please complete below</b></p>		
<b>Witness Name</b>	<b>Position</b>	<b>Signature</b>

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### 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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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