City & Guilds Level 2 Diploma in Property Maintenance (9673-11)

April 2022 Version 1.8

Qualification Handbook

Qualification at a glance

Subject area	Property Maintenance
City & Guilds qualification number	9673-11
Age group approved	16-18, 19+
Entry requirements	There are no entry requirements for this qualification, however centres should ensure that all learners have the ability to undertake this qualification.
Assessment	Portfolio Research assignment Knowledge test Practical task Interview
Approvals	Centres should ensure that they are an approved City and Guilds centre. Also they need to ensure that they complete a full 'Qualification Approval Form' for this qualification and send it to their local City and Guilds office for approval. Important Note: There is no 'Fast Track Approval' process for this qualification.
Support materials	Centre handbook Candidate Logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
City and Guilds Level 2 Diploma in Property Maintenance	426	511	9673-11	601/7885/1

Version and date	Change detail	Section
1.1 November 2015	Unit 209 learning outcome 07 updated	Units
1.2 October 2016	Test Specification Updated Structure Updated	Assessment Structure
1.3 April 2017	Product code corrected from 9673-01 to 9673-11	Throughout
	Structure corrected to reflect just on-programme not end-point assessment	Structure
	Assessor Requirements updated	Resource Requirements
1.4 September 2018	Correct of UAN to unit 212	Units
1.5 January 2021	Word count added to research assignments	4. Assessments
1.6 November 2021	Minor changes across the handbook, clarification about how to claim units 201 and 210	Throughout Structure
1.7 January 2022	Update to number of research assignments	1 – Introduction 4 – Assessment
1.8 April 2022	TQT and GLH clarification	Addition of GLH and TQT to page 2 and addition of TQT table to structure section

Contents

1 Introduction

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

It will focus on the on-programme content (9673-01) of this apprenticeship/qualification. For information on the delivery of the End-Point Assessment (9673-02) please go to the 9673 webpage and view the Centre Guidance to End-Point Assessment.

Area	Description
Who is the qualification for?	The City and Guilds Level 2 Diploma in Property Maintenance is designed for people who work in the Property Maintenance sector.
What does this qualification cover?	This qualification covers an indicative content of requirements including carrying out painting and tiling tasks, working with external contractors and providing first and immediate response to fault finding.
What opportunities for progression are there?	Completing this qualification will support progression into roles such as a Technical Specialist e.g. Electrical or Plumbing and Supervisory and Management roles e.g. Facilities Management, across a wide range of sectors.
Who did we develop the qualification with?	This City and Guilds Level 2 Diploma in Property Maintenance is newly created based on employer need and has been designed by employers for learners wishing to gain an apprenticeship within the Property Maintenance industry. Learners will gain the skills and knowledge to carry out job roles and responsibilities associated with carrying out general maintenance and the safe and effective management of the building.
Is it part of an apprenticeship framework or initiative?	Yes, this qualification supports the apprentice through the 'Property Maintenance Operative' apprenticeship standard.

Structure

Centres will need to register learners onto the 9673-11. By registering onto this, apprentices will automatically be registered against the on-programme element (9673-01) and the end-point assessment (9673-02).

To achieve the 9673-11 City and Guilds Level 2 Diploma in Property Maintenance apprentices must successfully achieve the on-programme and End-Point Assessment (9673-01 and 9673-02).

9673-01

To achieve 9673-01 candidates must achieve a minimum of a pass against the components 202-212 and 250. As part of the Portfolio the learner can complete one or both of elective units 213 and 214, but these will not be counted towards the qualification.

Apprentices must have achieved the on-programme element and met the requirements of the Property Maintenance Operative gateway before proceeding onto the 9673-02.

Please note that once the research assignment (units 201 and 210) has been achieved it must be claimed against unit 250 in the Walled Garden.

Unit number	Unit title
9673-250	Research assignment (units 201 and 210 in this handbook)
Mandatory Portfolio Units	
9673-202	Health and safety in property maintenance
9673-203	Apply customer service in property maintenance
9673-204	Carrying out painting and tiling tasks
9673-205	Plan and carry out preventative property maintenance
9673-206	Carry out plumbing maintenance and repairs
9673-207	Carry out electrical testing and repairs
9673-208	Understand and maintain heating ventilation and air conditioning plant
9673-209	Internal and external building fabric maintenance
9673-211	Control of property maintenance related resources and equipment
9673-212	Working with external contractors
Elective Portfolio Units	
9673-213	Security and access systems in property maintenance
9673-214	Accessibility and inclusion in property maintenance

	Level 2 Diploma in Property Maintenance (601/7885/1)		

UAN	City & Guilds unit number	Unit title	GLH
Mandatory			
K/507/4905	201*	Understand the roles, responsibilities and reporting procedures of a property maintenance operative	20
H/507/4904	202	Health and safety in property maintenance	38
M/507/3951	203	Apply customer service in property maintenance	16
A/507/6321	204	Carrying out painting and tiling tasks	62
F/507/5820	205	Plan and carry out preventative property maintenance	26
J/507/5818	206	Carry out plumbing maintenance and repairs	41
J/507/4118	207	Carry out electrical testing and repairs	49
F/507/5817	208	Understand and maintain heating ventilation and air conditioning plant	21
D/507/4335	209	Internal and External Building Fabric Maintenance	86
A/507/5752	210*	Understand energy, environment and sustainable practices within property maintenance	28
J/507/5754	211	Control of property maintenance related resources and equipment	24
Y/507/4334	212	Working with external contractors	15
Elective			
T/507/5751	213	Security and access systems in property maintenance	35
M/507/4906	214	Accessibility and inclusion in property maintenance	18

*Please note that the mandatory research assignment (units 201 and 210) must be claimed against unit 250 on the Walled Garden once it has been achieved.

Total Qualification Time

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

Title and level	GLH	TQT
City & Guilds Diploma in Property Maintenance (601/7885/1)	426	511

9673-02

Once the 9673-01 and Gateway has been achieved apprentices can progress to End-Point Assessment.

To achieve end-point assessment apprentices must achieve (301 or 351) and (701 and 702).

Unit number	Unit title
9673-301	EPA - Knowledge Test
9673-701	EPA- Practical Assessment (Resit reservation request the same)
9673-702	EPA- Interview (Resit reservation request the same)
9673-351	EPA- Knowledge Test Resit

For more detail around the End-Point assessment please refer to the Centre Guidance to End-Point Assessment available on the 9673 webpage.

2   Centre requirements

Approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Centre staffing

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

Assessors

Assessors must have achieved/be working towards a relevant recognised assessor qualification such as a Level 3 Certificate in Assessing Vocational Achievement and continue to practice to that standard. Assessors who hold earlier qualifications (D32 or D33 or A1, or TQFE/TQSE) should have CPD evidence to the most current standards.

Assessors must

- be occupationally competent and hold an NVQ or equivalent in one or more relevant trade area
- have completed relevant CPD and have expertise in the other areas of maintenance competence relevant to the qualification and at the level being assessed
- have current occupational competence and at least three years relevant occupational experience in at least one of the trade areas and relevant expertise in the others relevant to the qualification.

Internal Quality Assurers (IQA)

IQAs must be working towards or have achieved a relevant recognised internal quality assurance qualification such as the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and continue to practice to that standard. Assessors who hold earlier qualifications (D34 or V1) should have CPD evidence to the most current standards.

IQAs must be able to demonstrate evidence of being up to date with the Level 2 Diploma in Property Maintenance technical subjects. This can be evidenced for example by either accessing trade publications, undertaking courses of learning, attending networking events relevant to this qualification and/or attending industry events.

Expert Witnesses

Where Expert Witnesses are used in the assessment process they must be sector competent individuals who can attest to the learner's performance in the workplace.

It is not necessary for the expert witness to hold an assessor qualification, though the performance evidence provided by the expert witness will need to be assessed by a qualified assessor. Evidence from expert witnesses must meet the tests of validity, reliability, authenticity and sufficiency.

Expert witnesses will need to demonstrate:
1   They have relevant current knowledge of industry working practices and techniques.
2   That they have no conflict of interest in the outcome of their evidence.

Tutors

All tutors must be working towards or have achieved a recognised teaching qualification at a minimum of level 3 such as: Level 3 Award in Preparing to Teach in the Lifelong Learning Sector.

Tutors involved with the delivery of the knowledge units must demonstrate an understanding of the topics/technical content in this qualification. As a minimum they must have achieved a relevant technical qualification to at least level 3 which covers the key topics/subject areas in this qualification.

Tutors of practical work should in addition to the above be technically skilled for their instruction.

Tutors must be able to demonstrate evidence of being up to date with the property maintenance area they are working in. This can be evidenced for example by either accessing trade publications, undertaking updates to wiring regulations or other courses of learning, attending networking events relevant to this qualification and/or attending industry events.

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

3   Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for this qualification:

Passwords to access these documents can be found on Walled Garden.

Description	How to access
Candidate logbook	www.cityandguilds.com
Assignment packs	www.cityandguilds.com
Assessor guidance	www.cityandguilds.com

Recording documents

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

City & Guilds endorses several e-Portfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

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

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

4   Assessment

Summary of assessment methods

Portfolio of Evidence

A traditional portfolio of evidence involves a collection of work over a period of time, it will evidence the full breadth of the standard and may contain more than one piece of evidence for several areas. Its focus may be more on the learner journey and often shows how the candidate has adapted and improved overtime.

City and Guilds have generated a logbook to support centres and candidates in generating evidence for the portfolio of evidence. This can be found on the 9673 webpage under 'Assessment Materials'.

Research Assignment

Knowledge and understanding tasks may have been selected when the candidate is expected to research/investigate and write up their findings, for example. Tasks such as this are often selected when evidence of original thought on the part of the candidate is required, and marking criteria requires demonstration of understanding, interpretation or evaluation of information. Here it is expected that each candidate's evidence will be in their own words, and therefore identifiable as their own work, i.e. **not** straight recall of facts. These tasks may be supported by declarations of authenticity from apprentices and employers and/or linked to an oral assessment. Total word count for the research assignment is between 750-1000 words.

Candidates must:
- successfully complete one research assignment which covers each of the following mandatory units:
    - 201 Understand the roles, responsibilities and reporting procedures of a property maintenance operative (K/507/4905)
    - 210 Understand energy, environment and sustainable practices within property maintenance (A/507/5752)
      (The research assignment must be claimed against unit 250 on the Walled Garden once it has been achieved)
- have a completed portfolio of evidence, supported by the City and Guilds Logbook, for each unit of the following units:
    - 202 Health and safety in property maintenance) (H/507/4904)
    - 203 Apply customer service in property maintenance (M/507/3951)
    - 204 Carrying out painting and tiling tasks (A/507/6321)
    - 205 Plan and carry out preventative property maintenance (F/507/5820)
    - 206 Carry out plumbing maintenance and repairs (J/507/5818)
    - 207 Carry out electrical testing and repairs (J/507/4118)
    - 208 Understand and maintain heating ventilation and air conditioning plant (F/507/5817)
    - 209 Internal and External Building Fabric Maintenance (D/507/4335)
    - 211 Control of property maintenance related resources and equipment (J/507/5754)
    - 212 Working with external contractors (Y/507/4118)

The following elective units can also form part of the portfolio however they will not be counted towards the final grade of the qualification:

- o 213 Security and access systems in property maintenance (T/507/5751)
- o 214 Accessibility and inclusion in property maintenance (M/507/4906)

Time constraints

The following must be applied to the assessment of this qualification:

- Centre staff should guide learners to ensure excessive evidence gathering is avoided.
- All assignments/tasks must be completed and assessed within the learner's period of registration: Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

Assessment strategy

A common assessment strategy has been produced jointly by awarding organisations and agreed by the employer group who created the Property Maintenance Operative standard. This is to ensure the consistency of the assessments offered across awarding organisations for both on-programme and end-point assessment. The assessments developed by City and Guilds to support the on-programme and end-point assessments have been created in accordance to this strategy.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is permitted when gathering evidence for the candidate's portfolio and is also sector specific. Evidence will only be deemed valid if it's no older than two years from when the learner started the programme.

Unit 201   Understand the roles, responsibilities and reporting procedures of a property maintenance operative

UAN:	K/507/4905
Level:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Assessment Type	Research Assignment

Learning outcome:

The learner will:

1. Understand the job role of a maintenance operative and the importance of personal training and development.

Assessment criteria

The learner can:

1.1   identify the key elements of a property maintenance operative's job role
1.2   describe suitable on the job or off the job training
1.3   describe the importance of personal training and development and why records should be kept up to date.

Indicative content

Indicative content:
- Minor repairs and testing of systems.
- To allow the operative to undertake minor repairs and system testing, to become a 'competent person'.
- Ensure up to date with legislation, new equipment.
- Operative has not been trained to undertake the repair or testing of a particular machine or lacks the skill to undertake repairs of a complex type.
- Awareness of company appraisal and personal development process.

Learning outcome

The learner will:

2. Understand the tasks a maintenance operative may undertake and to whom to report if a task is outside their skill set.

Assessment criteria

The learner can:

2.1 identify the testing that may be undertaken by a suitably trained maintenance operative with the correct equipment

2.2 identify the types of repairs, which may be carried out by maintenance operative with the correct equipment

2.3 identify to whom to report a situation where a task is beyond the skill of an operative.

Indicative content

- PAT, fire alarm, emergency lighting, smoke alarms.
- Identify electrical or plumbing repairs, repairs to decoration etc.
- Identify line manager and describe escalation procedure.

Learning outcome

The learner will:

3. Understand the factors which limit the scope and type of tasks a maintenance operative may undertake.

Assessment criteria

The learner can:

3.1 identify the limiting factors to the types of repair a maintenance operative may undertake

3.2 describe the actions which should be taken if a maintenance operative is asked to undertake a task which should be carried out by a skilled tradesman.

Indicative content

- Legal i.e. only some repairs, and installations may only be undertaken by a qualified electrician.
- Organisational procedures may require some installations and or repairs to be carried out by qualified tradesman.
- Refuse, explain why, and follow escalation process to the relevant bodies.

Learning outcome

The learner will:

4. Understand the types of records a maintenance operative should keep and their relevance and importance.

Assessment criteria

The learner can:

4.1 identify the records a maintenance operative will have to keep clarify

4.2 explain the reasons for retaining records.

Indicative content

- Time sheets, requisition sheets, purchase orders, maintenance and repair records.
- Payment of wages, financial accounting, stock records/ordering, H&S audits, legal and regulatory reporting requirement.

Unit 202   Health and safety in property maintenance

UAN:	H/507/4904
Level:	2
GLH:	38
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Assessment Type	Portfolio

Learning outcome:

The learner will:

1. Understand how to reduce risks to health and safety in property maintenance.

Assessment criteria

The learner can:

1.1   identify hazards and assess risks in the workplace
1.2   explain the legal and regulatory requirements of health and safety in the workplace
1.3   describe procedures for the safe use and disposal of hazardous materials
1.4   explain the organisation's procedures for working with contractors.

Indicative content

Indicative content
- Legal and regulatory requirements.
- Employer and employee responsibilities.
- Designated roles and responsibilities.
- Safe systems of work.
- Fire and emergency evacuation procedures.
- Hazardous materials.
- Hygiene requirements
- Contractor permits

Learning outcome

The learner will:

2.   Be able to work safely when maintaining property.

Assessment criteria

The learner can:

2.1 describe organisational health and safety practices and standards in the workplace
2.2 identify hazards and assess risks in the workplace
2.3 use personal protective equipment (PPE) in accordance with organisational procedures
2.4 take appropriate action in response to identified health and safety risks
2.5 describe good housekeeping practice in the workplace in accordance with organisational procedures
2.6 identify location of first aid kit and qualified first aiders.

Indicative content

Indicative content
- Legal and regulatory requirements
- Employer and employee responsibilities
- Designated roles and responsibilities
- Safe systems of work
- Fire and emergency evacuation procedures
- Hazardous materials
- Hygiene requirements
- Contractor permits

Learning outcome

The learner will:

3. Be able to work safely at heights in property maintenance.

Assessment criteria

The learner can:

3.1 establish the safety requirements for working at heights
3.2 set up access in accordance with organisational requirements
3.3 use access in accordance with organisational requirements
3.4 dismantle access in accordance with organisational requirements.

Indicative content

Indicative content
- Legal and organisational requirements relating to working at heights.
- Considerations of reach, weight, fragility, stability, protection, falling objects, positioning of tools and consumables.
- Use of ladders, stepladders, scaffolding.
- Harnesses, barriers and other safety precautions.
- Safety user check.
- Understand the risks involved with using certain tools and equipment

Learning outcome

The learner will:

4. Be able to safely use hand and power tools in property maintenance.

Assessment criteria

The learner can:

4.1 use tools, equipment and materials in accordance with manufacturers' instructions and organisational procedures

4.2 store tools, equipment and materials in accordance with manufacturers' instructions and organisational procedures

4.3 explain the suitability of hand and power tools for different tasks.

Indicative content

Indicative content
- Features, uses and limitations of tools and attachments.
- How to hold, use, change attachments, maintain and store tools.
- Legal constraints relating to the use of tools

Learning outcome

The learner will:

5. Know the importance of safe manual handling in the workplace.

Assessment criteria

The learner can:

5.1 state how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace

5.2 state potential injuries and ill health that may occur from incorrect manual handling

5.3 state the employee's responsibilities under current legislation and official guidance for:
   a. moving and storing materials
   b. manual handling
   c. mechanical lifting

5.4 state the procedures for safe lifting in accordance with official guidance

5.5 state the importance of using site safety equipment when handling materials and equipment

5.6 list aids available to assist manual handling in the workplace.

Indicative content

Indicative content
- Principles of risk assessment in a manual handling context.
- Considerations of size, weight, reach, stability in a manual handling context.
- Understand risks involved in using equipment in a manual handling context.
- Accident and incident reporting in a manual handling context.
- Organisational procedures in relation to manual handling.

Learning outcome

The learner will:

6. Understand safety fire procedures and equipment in the workplace.

Assessment criteria

The learner can:

6.1   define types of fire which may occur in the workplace
6.2   describe methods of fire detection and raising the alarm
6.3   describe the firefighting equipment that should be used with different types of fire
6.4   describe how portable firefighting equipment should be used safely
6.5   describe how fixed firefighting equipment should be used safely.

Indicative content

Indicative content
- Risk Assessment process in relation to responding to fires in the workplace.
- Organisational procedures in relation to responding to fires in the workplace.

Unit 203   Apply customer service in property maintenance

UAN:	M/507/3951
Level:	2
GLH:	16
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Assessment Type	Portfolio

Learning outcome:

The learner will:

1. Understand the principles of customer service in property maintenance.

Assessment criteria

The learner can:

1.1   describe the organisation's mission and objectives
1.2   describe the importance of customer service in property maintenance
1.3   describe ways to meet the customer's expectations
1.4   explain the impact of own behaviour on the organisation and the customer
1.5   explain the role of feedback in customer relations and product/service delivery
1.6   describe the role and purpose of service level agreements

Indicative content
Indicative content
Mission, values and objectives.
Scope of customer service.
Customer's expectations.
Value of a brand and competitor activity.
Positive and negative impacts of behaviour and customer service.
Feedback: obtaining, understanding and using feedback, measuring customer satisfaction.
Organisations service level agreement

Learning outcome
The learner will:

2. be able to deliver a quality service to customers in property maintenance

Assessment criteria

The learner can:

2.1 Behave in a way that meets or exceeds organisational expectations, standards and values.
2.2 Ensure that own work meets or exceeds organisational standards.
2.3 Deliver customers' expectations within the organisation's service standard.
2.4 Escalate identified issues promptly to the right person.
2.5 Build relationships with customers

Indicative content

Indicative content
- Standards of behaviour, presentation, communication and performance.
- Impact of good and poor behaviour on customers.
- Service offer and alternative/additional services that could be offered.
- Importance of honouring promises.
- Managing expectations.
- Limits of personal authority.
- Importance of offering alternatives within the limits of own personal authority.
- Understanding customer relationships

Learning outcome

The learner will:

3. be able to communicate with customers and colleagues in property maintenance

Assessment criteria

The learner can:

3.1 communicate clearly and politely at all times in a way that inspires confidence
3.2 provide information accurately, promptly and in an appropriate way
3.3 ensure all agreed actions are recorded.

Indicative content

Indicative content
- Internal and external customers.
- Features of effective and ineffective communications.
- Methods of communicating (face to face, telephone, email, letter etc.).
- How and why to record actions.

Unit 204   Carrying out painting and tiling tasks

UAN:	A/507/6321
Level:	2
GLH:	62
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Assessment Type	Portfolio

Learning outcome:

The learner will:

1. Know how to comply with relevant health and safety legislation, statutory regulations, official guidance, organisational procedures and manufacturer's information when carrying out painting and tiling tasks.

Assessment criteria

The learner can:

1.1 describe the current Health and Safety legislation, statutory regulations, official guidance and organisational procedures that apply when carrying out painting and tiling tasks
1.2 describe typical safety hazards associated with carrying out painting and tiling tasks, explaining how these can be mitigated by applying appropriate risk control measures
1.3 identify the persons responsible for health and safety within the specific area of work to which they have been allocated.

Indicative content

Indicative content
- Health and Safety at Work Act 1974.
- Control of Substances Hazardous to Health (CoSHH) 1989.
- Working at Height Regulations 2005.
- Provision and Use of Work Equipment Regulations 1989.
- Risk assessment.
- Method statement.
- Cuts, flying debris, dust, skin irritation, slips, trips and falls, Use of PPE, warning signs, planning of works, barriers.
- Supervisor, health and safety manager, site manager.

Learning outcome:

The learner will:

2. Understand how to prepare the work area.

Assessment criteria

The learner can:

2.1 describe how to safely remove items from the work area

2.2 describe how to protect the surrounding area when carrying out repairs:
   a. painting
   b. tiling and grouting

2.3 identify tools, equipment and materials required for painting tasks

2.4 identify the tools, equipment and materials for tiling and grouting tasks

2.5 describe how to prepare plastered surfaces for:
   a. painting
   b. tiling and grouting

2.6 describe how to prepare wooden surfaces for painting

2.7 describe how to prepare metal surfaces for painting

2.8 describe a Indicative content of paint products and state when they would be used

2.9 state how to position a tile when tiling:
   a. walls
   b. floors.

Indicative content

Indicative content

- Manual and mechanical handling techniques, recording location of removed items.
- Use of boards, sheeting and tape, barriers.
- Brushes, rollers, paint trays access equipment, paint kettles.
- Tape measure, tile gauge, tile cutters (manual and powered), tile saw, tile nips, adhesive spreader, grout float, grout remover.
- Remove old plaster, ensure surface is clean and dust free, apply PVA, carry out suction tests.
- Removing old paint (chemical and physical), filling cracks and holes, sanding, applying undercoats.
- Sanding tools, sandpaper, blowtorch.
- Undercoat, gloss, matt, eggshell, specialist (metal, radiator).
- Remove old or damaged tiles and grouting.

Learning outcome:

The learner will:

3. Be able to carry out painting tasks.

Assessment criteria

The learner can:

3.1 select tools, equipment and materials for given painting tasks

3.2 prepare the work area

3.3 prepare a Indicative content of surfaces for painting

3.4 apply a Indicative content of coatings with brushes and rollers to different areas including:
   a. broad areas
   b. linear/trim/narrow

3.5   clean and store all tools, equipment and materials in accordance with manufacturers guidance and legislative and organisational procedures.

Indicative content

- Brushes, rollers, paint trays access equipment, paint kettles.
- Plastered, timber, metal.
- Undercoat, gloss, matt, eggshell, specialist (metal, radiator).

Learning outcome:

The learner will:

4.   Be able to carry out tiling and grouting.

Assessment criteria

The learner can:

4.1   select tools, equipment and materials for given tiling and grouting tasks
4.2   prepare the work area
4.3   prepare surfaces for given tiling and grouting tasks
4.4   carry out wall tiling, including grouting to the specified quality standards
4.5   clean and store all tools and equipment in accordance with manufacturer's guidance and legislative and organisational procedures.

Indicative content

- Tape measure, tile gauge, tile cutters (manual and powered), tile saw, tile nips, adhesive spreader, grout float, grout remover.
- Tiles (wall and floor), adhesive, grout.

Learning outcome:

The learner will:

5.   Be able to complete given painting and tiling tasks and restore work area.

Assessment criteria

The learner can:

5.1   clean and reinstate working area after completion of task
5.2   dispose of all waste materials safely and in accordance with manufacturers and site guidelines
5.3   complete all required legislative and organisational paperwork.

Indicative content

- Sweeping, dust suppression, mopping and washing surfaces, bagging waste, using water and cleaning solutions, drying.
- CoSHH, risk assessments, method statements, sorting and recycling waste.

Unit 205   Plan and carry out preventative property maintenance

UAN:	F/507/5820
Level:	2
GLH:	26
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Assessment Type	Portfolio

Learning outcome:

The learner will:

1. Know how to comply with relevant Health and Safety legislation, statutory regulations, official guidance, organisational procedures and manufacturer's information when carrying out preventative maintenance.

Assessment criteria

The learner can:

1.1   describe the current health and safety legislation, statutory regulations, official guidance and organisational procedures
1.2   describe typical safety hazards associated with carrying out preventative maintenance, explaining how these can be mitigated by applying appropriate risk control measures
1.3   identify the persons responsible for health and safety within the specific area of work to which they have been allocated.

Indicative content

Indicative content
- Health and Safety at Work Act 1974.
- Control of Substances Hazardous to Health (CoSHH) 1989.
- Working at Height Regulations 2005.
- Provision and Use of Work Equipment Regulations 1989.
- Risk assessmen.
- Mmethod statemen.
- DDA.
- Cuts, flying debris, dust, skin irritation, slips, trips and falls, Use of PPE, warning signs, planning of works, barriers.
- Supervisor, health and safety manager, site manager.

Learning outcome:

The learner will:

2. Understand approaches to preventive maintenance.

Assessment criteria

The learner can:

2.1 describe the legal requirements of property maintenance
2.2 describe organisational maintenance procedures and standards
2.3 describe ways of minimising disruption to business activities
2.4 list the factors that could limit preventive maintenance
2.5 describe the benefits of preventive maintenance.

Indicative content

Indicative content
- Legal requirements for maintenance.
- Organisational maintenance procedures.
- Scope of maintenance (e.g. repairs, safety, security, building, access systems, technology etc.).
- Planned and reactive maintenance.
- Requirements of a maintenance plan.
- Budgetary considerations.
- Maintenance roles and responsibilities.
- Outsourced maintenance contracts.

Learning outcome:

The learner will:

3. Be able to plan property maintenance.

Assessment criteria

The learner can:

3.1 identify the requirements of the maintenance plan
3.2 develop a plan within level of competence including how, when and by whom maintenance will be carried out
3.3 identify and plan the resources needed to carry out preventive maintenance.

Indicative content

Indicative content
- Planning techniques.
- How to estimate the tools, equipment and resources needed.
- Special requirements of maintenance tasks (e.g. competent, qualified personnel).
- Source tools and equipment, components.
- Limits of responsibility and competence.

Learning outcome:

The learner will:

4. Be able to carry out planned property maintenance tasks.

Assessment criteria

The learner can:

4.1   identify the requirements of maintenance tasks

4.2   carry out tasks in a safe manner in accordance with organisational procedures, standards and schedules

4.3   record tasks completed and maintenance findings

4.4   report suspect, faulty or defective tools, equipment or facilities in accordance with organisational procedures

4.5   dispose of waste in accordance with organisational procedures.

Indicative content

Indicative content

- Work instructions, job cards and Standard Operating Procedures, manufacturers' instructions and requirements.
- Isolating services.
- Component and module replacement techniques (including. static-sensitive components).
- Assembly, disassembly and testing procedures.
- Recording and reporting inspections, maintenance actions and problems and Building Maintenance Systems (BMS).
- Post-maintenance actions (e.g. cleaning and storage).
- Disposal of waste.

Unit 206   Carry out plumbing maintenance and repairs

UAN:	J/507/5818
Level:	2
GLH:	41
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Assessment Type	Portfolio

Learning outcome:

The learner will:

1. Know how to comply with relevant Health and Safety legislation, statutory regulations, official guidance, organisational procedures and manufacturer's information when carrying out plumbing maintenance and repairs.

Assessment criteria

The learner can:

1.1 describe the current health and safety legislation, statutory regulations, official guidance and organisational procedures that apply when carrying out plumbing maintenance and repairs
1.2 describe typical safety hazards associated with carrying out plumbing maintenance and repairs, explaining how these can be mitigated by applying appropriate risk control measures
1.3 identify and locate the persons responsible for health and safety within the specific area of work to which they have been allocated.

Indicative content

- Health and Safety at Work Act 1974.
- Control of Substances Hazardous to Health (CoSHH) 1989.
- Working at Height Regulations 2005.
- Provision and Use of Work Equipment Regulations 1989.
- Risk assessment.
- Method statement.
- Cuts, flying debris, dust, skin irritation, slips, trips and falls, Use of PPE, warning signs, planning of works, barriers.
- Supervisor, health and safety manager, site manager.

Learning outcome:

The learner will:

2. Understand water hygiene within property maintenance.

Assessment criteria

The learner can:

2.1 explain the legal requirements of water hygiene

2.2 explain the potential consequences of poor water hygiene

2.3 describe the scope and functioning of water systems to be checked

2.4 explain how to take water samples and carry out tests

2.5 explain water hygiene control measures

2.6 explain record keeping requirements.

Indicative content

Indicative content

- Legal requirements.
- Scope of systems and checks (boilers, heating systems, aircon, pool water).
- Functioning of plant (i.e. filtration, disinfection, circulation, storage).
- How to prevent legionella.
- Manufacturer's instructions.
- Sampling and tests.
- Analysis against norms.
- Use of chemicals and their effects.
- Plant start up and shut down.
- Record keeping.

Learning outcome:

The learner will:

3. Understand plumbing systems within the workplace.

Assessment criteria

The learner can:

3.1 describe the components of a plumbing system and their functioning

3.2 describe the distribution of hot and cold water within the workplace

3.3 describe how to maintain correct water temperatures and pressures.

Indicative content

Indicative content

- Hot and cold water systems.
- Drainage and waste water systems.
- Gravity-fed and pump systems.
- Temperature and pressure gauge.

Learning outcome:

The learner will:

4. Understand how to maintain water and waste systems.

Assessment criteria

The learner can:

4.1 describe the backflow prevention requirements of replacement components

4.2 describe how to maintain water and waste systems

4.3 describe the components and techniques for connecting different types of plumbing materials

4.4 describe own actions and responsibilities.

Indicative content

Indicative content
- Taps and showers, showerheads, plugs, basins. baths and associated waste system.
- Lavatory and cistern components.

Learning outcome:

The learner will:

5. Be able to carry out plumbing repairs.

Assessment criteria

The learner can:

5.1 identify faulty components

5.2 select the component that meets the requirement

5.3 replace leaking or damaged fixtures in accordance with hygiene and safety requirements

5.4 clean waste traps in accordance with hygiene and safety requirements

5.5 carry out repair action in accordance with the problem.

Indicative content

- Indicative content
- Working with copper, plastic, push-fit, compression fittings.
- Replacing a sink.
- Isolation valves.
- Float systems.
- WC pan/cistern.
- Pipe sizes.
- Materials.

Unit 207   Carry out electrical testing and repairs

UAN:	J/507/4118
Level:	2
GLH:	49
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Assessment Type	Portfolio

Learning outcome:

The learner will:

1. Know how to comply with relevant Health and Safety legislation, statutory regulations, official guidance, organisational procedures and manufacturer's information when carrying out electrical testing and repairs.

Assessment criteria

The learner can:

1.1   describe the current health and safety legislation, statutory regulations, official guidance and organisational procedures that apply when carrying out electrical testing and repairs
1.2   describe typical safety hazards associated with carrying out electrical testing and repairs, explaining how these can be mitigated by applying appropriate risk control measures
1.3   identify the persons responsible for health and safety within the specific area of work to which they have been allocated.

Indicative content

*   Health and Safety at Work Act 1974, IEE Wiring Regulations.
*   Seventeenth (or most current) Edition.
*   The Electricity at Work Regulations 1989.
*   Control of Substances Hazardous to Health (CoSHH) 1989.
*   Working at Height Regulations 2005.
*   Provision and Use of Work Equipment Regulations 1989.
*   Risk assessment.
*   Method statement.

Learning outcome:

The learner will:

2. Understand the safe functioning of electrical systems.

Assessment criteria

The learner can:

2.1 describe the principles of electricity

2.2 describe how electricity is distributed throughout a building

2.3 describe the functioning of sub-distribution boards and their protective devices

2.4 describe how to isolate an electrical circuit.

Indicative content

Indicative content
- Voltage, current, resistance (Ohms law), power.
- Distribution boards, sub-distribution boards.
- Isolating, locking off, warning signs.
- Fuses, RCDs, MCBs.

Learning outcome:

The learner will:

3. Be able to carry out basic repairs and fault finding on electrical circuits.

Assessment criteria

The learner can:

3.1 identify faulty circuit and isolate

3.2 identify cause of fault within scope of competence

3.3 isolate a faulty circuit

3.4 reset MCBs and RCDs after tripping

3.5 replace a fuse in a plug top and fuse spur

3.6 replace a plug top on an appliance

3.7 replace faulty lamp in light fitting

3.8 restore supply and test

3.9 report faults outside of own scope of competence

Indicative content

Indicative content
- Identify and isolate faults of circuits, Lock off and Tag off.
- Identity damaged or faulty components.
- Identify correct fuse size for an appliance and replace.
- Strip cable and fit plug top.
- Replace lamps.
- Completion of paperwork.

Learning outcome:

The learner will:

4. Be able to carry out electrical testing.

Assessment criteria

The learner can:

4.1 identify items to be tested
4.2 carry out portable appliance testing
4.3 record results from portable appliance testing
4.4 describe how to complete periodic testing on:
      a. fire alarms
      b. emergency lighting
4.5 carry out periodic testing of:
      a. fire alarms
      b. emergency lighting.

Indicative content

Indicative content
- Portable appliance testing.
- Fire alarms.
- Emergency lighting.
- Completion of paperwork.

Learning outcome:

The learner will:

5. Be able to complete electrical tasks.

Assessment criteria

The learner can:

5.1 clean and reinstate working area after completion of task
5.2 dispose of all waste materials safely and in accordance with manufacturers and site guidelines
5.3 complete all required legislative and organisational paperwork.

Indicative content

Indicative content
- Sweeping, bagging waste.
- CoSHH, risk assessments, method statements.
- WEE Regulations 2013.
- Sorting and recycling waste.
- Correct environmental disposal of electrical waste..

Unit 208   Understand and maintain heating ventilation and air conditioning plant

UAN:	F/507/5817
Level:	2
GLH:	21
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Aim:	

Assessment type   Portfolio

Learning outcome:

The learner will:

1. Know how to comply with relevant Health and Safety legislation, statutory regulations, official guidance, organisational procedures and manufacturer's information when carrying out maintenance of heating ventilation and air conditioning plant.

Assessment criteria

The learner can:

1.1   describe the current health and safety legislation, statutory regulations, official guidance and organisational procedures that apply when maintaining heating ventilation and air conditioning plant

1.2   describe typical safety hazards associated with carrying out heating ventilation and air conditioning plant maintenance tasks, explaining how these can be mitigated by applying appropriate risk control measures

1.3   identify the persons responsible for health and safety within the specific area of work to which they have been allocated.

Indicative content

- Health and Safety at Work Act 1974.
- Control of Substances Hazardous to Health (CoSHH) 1989.
- Working at Height Regulations 2005.
- Provision and Use of Work Equipment Regulations 1989.
- Risk assessment.
- Method statement.
- Cuts, flying debris, dust, skin irritation, slips, trips and falls, Use of PPE, warning signs, planning of works, barriers.

- Supervisor, health and safety manager, site manager.

Learning outcome:

The learner will:

2. Understand heating, ventilation, boilers, cooling and refrigeration systems.

Assessment criteria

The learner can:

2.1 describe methods of heating buildings
2.2 describe how air conditioning/handling systems work
2.3 describe how air within a building can be cooled
2.4 describe the purpose of ventilation systems
2.5 identify the types of ventilation systems
2.6 explain how/why the needs of different room types affect the requirements for temperature, and ventilation
2.7 describe the purpose of smoke ventilation systems.

Indicative content

Indicative content
- Boiler types, heat distribution methods.
- Split/multi split and central system.
- Chilled beam systems, Air circulation requirements in buildings.
- Natural, mechanical, constant air volume, variable air volume.
- Fans and extracts in toilets, kitchens, clean rooms.
- Legal regulations, responsibility for maintenance, competent person.

Learning outcome:

The learner will:

3. Be able to maintain heating, ventilation, boilers, cooling and refrigeration systems.

Assessment criteria

The learner can:

3.1 identify the type of maintenance or repair that is required
3.2 outline the safety regulations and approved codes of practice relevant to the identified maintenance or repair
3.3 report identified maintenance or repairs to the appropriate person and agree a plan to undertake the maintenance or repair
3.4 carry out risk assessments for planned/approved maintenance work
3.5 choose tools, equipment and personal protective equipment appropriate to the maintenance task or repair
3.6 isolate the equipment from supply
3.7 notify others of the work being carried out and the potential impact on premises and facilities
3.8 carry out required maintenance tasks in line with organisational guidance and level of competence
3.9 carry out required test to confirm equipment operates to specification

3.10 clean and store any tools and equipment use

3.11 report completed maintenance or repair work to appropriate persons and complete required documentation.

Indicative content

- Routine maintenance task or replace a faulty component.
- H&S legislation, BS standards, competent person.
- Escalation process to supervisor/manager.
- The need for a Permit to Work will vary with location of fault, type of fault and competence/training of learner.
- Place warning signs and or barriers in area of work.
- Replace, reassemble and reconnect.
- Appropriate tools and equipment for task.
- Electrical equipment.
- Dispose of parts in the appropriate manner.

Unit 209　Internal and External Building Fabric Maintenance

UAN:	D/507/4335
Level:	2
GLH:	86
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Aim:	

Assessment type　Portfolio

Learning outcome:

The learner will:

1. Know how to comply with relevant Health and Safety legislation, statutory regulations, official guidance, organisational procedures and manufacturer's information when carrying out internal and external building fabric maintenance tasks.

Assessment criteria

The learner can:

1.1　describe the current health and safety legislation, statutory regulations, official guidance and organisational procedures that apply when carrying out internal and external building fabric maintenance tasks

1.2　describe typical safety hazards associated with carrying out internal and external building fabric maintenance tasks, explaining how these can be mitigated by applying appropriate risk control measures

1.3　identify the persons responsible for health and safety within the specific area of work to which they have been allocated.

Indicative content

- Health and Safety at Work Act 1974.
- Control of Substances Hazardous to Health (CoSHH) 1989.
- Working at Height Regulations 2005.
- Provision and Use of Work Equipment Regulations 1989.
- Risk assessment.
- Method statement.
- Cuts, flying debris, dust, skin irritation, slips, trips and falls, Use of PPE, warning signs, planning of works, barriers.

- Supervisor, health and safety manager, site manager.

Learning outcome:

The learner will:

2. Understand how to prepare to carry out internal and external maintenance tasks.

Assessment criteria

The learner can:

2.1 describe issues that could arise from working outdoors
2.2 describe issues that could arise when carrying out internal building fabric maintenance
2.3 state personal protective equipment that should be used when completing internal and external building fabric maintenance tasks
2.4 describe sources of information that will be used to complete internal and external building fabric maintenance tasks
2.5 identify tools, equipment and materials for repair tasks including:
    a. plastering
    b. carpentry
    c. ground maintenance
    d. building fabric repairs
2.6 describe the problems associated with mixing plaster materials
2.7 describe how to identify whether original components, or equivalents, are available for carrying out repairs to furniture, fixtures and fittings
2.8 describe how to prepare an area to carry out internal and external maintenance tasks.

Indicative content

Indicative content
- Weather, pedestrians, underground services.
- Disruption to residents, health and safety concerns, areas out of bounds.
- Boots, gloves, goggles, hi-vis, hard hats, ear defenders, masks, harness and lanyard.
- Risk assessment, method statements, manufacturers' guidance, legislation, organisational procedures.
- See specific learning outcome for lists of tools, equipment and materials.

Learning outcome:

The learner will:

3. Be able to carry out plastering repairs.

Assessment criteria

The learner can:

3.1 select tools, equipment and materials for given plastering repair tasks
3.2 prepare the material mixing area and working area
3.3 prepare the work area to be plastered in accordance with the given specification
3.4 mix plaster to the specified consistency and according to manufacturer's instructions
3.5 perform plastering operations to specified quality standards

3.6   clean and store all tools, equipment and materials in accordance with manufacturers guidance and legislative and organisational procedures

Indicative content

Indicative content

- Hawk, plastering trowel, derby, feather edge, corner trowel, scarifer, mixing paddle, mortar stand, multi-finish, finishing plaster, bonding plaster, scrim, beading.
- Under-mixing, over-mixing, soft, brittle, pockmarks.
- Surface protection, ventilation, access to water.

Learning outcome:

The learner will:

4. Be able to repair furniture, fixtures and fittings

Assessment criteria

The learner can:

4.1   perform assessments of faulty items and identify work required to rectify

4.2   identify the materials and construction methods to be used

4.3   select the tools, equipment and materials required to carry out a Indicative content of repairs to fixtures and fittings

4.4   remove faulty or damaged components

4.5   prepare area to accept replacement components

4.6   fit new components to specification

4.7   test for safe and correct operation

Indicative content

Indicative content

- Damaged/faulty door and window furniture, damaged/loose fixings
- Furniture, shelving, floor coverings.
- Hammer, screwdriver (manual and powered) saws, planes, chisels, tape measure, combination square
- Hinges, locks, handles, supporting brackets, timber, skirting board, architrave, glues and fixings.

Learning outcome:

The learner will:

5. Be able to carry out ground maintenance.

Assessment criteria

The learner can:

5.1   identify work to be carried out

5.2   select correct technique to complete a given task

5.3   select tools, equipment and materials that will be used to complete given ground and maintenance tasks

5.4   carry out ground maintenance tasks

5.5   ensure area is clean and made safe once work is completed

5.6   clean and store all tools, equipment and materials in accordance with manufacturers guidance and legislative and organisational procedures.

Indicative content

Indicative content

- Repairs to fencing, gates and decking. Laying paving and kerbs garden repairing walls/raised planters and pot hole.
- Various hand and power tools, shovels, spades, forks, rakes, access equipment, cement mixer.
- Paints, timber, paving slabs, kerbing, cement, bricks, glass, guttering and associated pipework, door and window furniture, fencing, decking, tarmacs.
- Could include, but not limited to: paths, paved areas, tarmac surface, walls, decking, fencing, gates, drainage, gritting.

Learning outcome:

The learner will:

6.   Be able to carry out maintenance to the external building fabric.

Assessment criteria

The learner can:

6.1   identify work to be carried out

6.2   select correct technique to complete a given task

6.3   select tools, equipment and materials that will be used to complete given external building maintenance tasks

6.4   carry out external building fabric maintenance tasks

6.5   ensure area is clean and made safe once work is completed

6.6   clean and store all tools, equipment and materials in accordance with manufacturers guidance and legislative and organisational procedures.

Indicative content

Indicative content

- A Indicative content of tasks could include, but not limited to, repairs to doors windows, repoints and patching render, cleaning and painting external walls, guttering.
- Patching low level roofs and replacing tiles.

Learning outcome:

The learner will:

7.   Be able to complete given tasks and restore area.

Assessment criteria

The learner can:

7.1   clean and reinstate working area after completion of task

7.2   dispose of all waste materials safely and in accordance with manufacturers and site guidelines

7.3   complete all required legislative and organisational paperwork

Indicative content

- Sweeping, dust suppression, mopping and washing surfaces, bagging waste, using of water and cleaning solutions, drying.
- CoSHH, risk assessments, method statements, sorting and recycling waste.

Unit 210   Understand energy, environment and sustainable practices within property maintenance

UAN:	A/507/5752
Level:	2
GLH:	28
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Aim:	

Assessment type   Research assignment

Learning outcome:

The learner will:

1. Understand the basic concepts of sustainability.

Assessment criteria

The learner can:

1.1   list and explain common terms used to describe sustainability
1.2   list the principal types of natural resources
1.3   identify the sustainability issues related to natural resources.

Indicative content

Indicative content
*   Energy conservation and efficiency.
*   Water conversation.
*   Waste management.
*   Legislation and regulation.

The learner will:

2. Understand environmental issues and legislation relevant to property maintenance.

Assessment criteria

The learner can:

2.1 Outline the main environmental issues facing property maintenance
2.2 List relevant environmental legislation relating to property maintenance
2.3 Give examples of waste materials handled by property maintenance
2.4 Explain why it is important to comply with legislation.

Indicative content

Indicative content
- Energy saving practices.
- Waste management and recycling.
- Monitoring energy usage.
- Organisational goals and policies.

Learning outcome:

The learner will:

3. Know the importance of using energy and water resources efficiently and ways of reducing waste.

Assessment criteria

The learner can:

3.1 explain why it is important to use energy efficiently
3.2 identify typical actions to reduce energy consumption
3.3 describe why it is important to reduce water usage
3.4 identify typical actions to reduce water usage
3.5 describe why it is important to reduce waste
3.6 identify typical actions to reduce waste.

Indicative content

Indicative content
- Legal and regulatory requirements.
- Organisational goals and policies.
- Conservation of natural resources.
- Benefits to society and organisational reputation.

Learning outcome:

The learner will:

4. Know the methods for monitoring usage of energy and water resources and managing the safe disposal of waste.

Assessment criteria

The learner can:

4.1   describe the methods for monitoring usage of energy and water resources
4.2   describe methods for managing and disposing of waste in a safe manner.

Indicative content

Indicative content
- Measurement of energy efficiency eg carbon footprint.
- Monitoring usage of energy.

Unit 211   Control of property maintenance related resources and equipment

UAN:	J/507/5754
Level:	2
GLH:	24
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Aim:	

Assessment type   Portfolio

Learning outcome:

The learner will:

1. Understand the control of resources and equipment in property maintenance.

Assessment criteria

The learner can:

1.1   describe the benefits of efficient use of resources
1.2   describe organisational procedures for obtaining resources for property maintenance tasks
1.3   describe the impact of using equipment incorrectly
1.4   describe how to maintain equipment and resources
1.5   describe how to decide when equipment is damaged beyond repair
1.6   describe what to do with defective equipment.

Indicative content

- Procedures for the storage, maintenance and control of resources and equipment.
- Correct and incorrect ways of using equipment.
- Equipment maintenance.
- Writing off equipment.
- Equipment return and repair.
- Equipment ownership, hire and contractual obligations.

Learning outcome:

The learner will:

2. Be able to monitor the use of resources and equipment.

Assessment criteria

The learner can:

2.1   maintain supplies of equipment and consumables to the required levels and condition
2.2   carry out periodic checks of supplies in accordance with organisational procedures
2.3   report shortfalls and discrepancies to the right person.

Indicative content

Indicative content
- Systems to control supplies of equipment.
- Organisational procedures to check levels of supplies.
- Potential for identification of theft.
- Quality control and minimisation of wastage.

Learning outcome:

The learner will:

3. Understand the principles of procurement.

Assessment criteria

The learner can:

3.1   describe how to order supplies
3.2   describe the role of suppliers and the supply chain.

Indicative content

Indicative content
- Stock ordering.
- Understanding supply chain.
- Quality control.

Unit 212   Working with external contractors

UAN:	Y/507/4334
Level:	2
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Aim:	

Assessment type   Portfolio

Learning outcome:

The learner will:

1. Understand the need for external contractors.

Assessment criteria

The learner can:

1.1   outline the reasons for using external contractors
1.2   identify the types of work that could be carried out by external contractors
1.3   describe ways in which an external contractor could be identified.

Indicative content

- Time, legal requirements, complexity of task, specialist skills and product guarantees.
- Large scale painting and decorating, movement of structures, asbestos removal, new/altered electrical circuits, alteration to water, heating and ventilation systems, roofing, major building works.
- Maintenance contracts, competitive tender, specialist works, manufacturers/supplier recommendations.

Learning outcome:

The learner will:

2. Be able to prepare for external contractors.

Assessment criteria

The learner can:

2.1 identify who should be notified of works prior to commencement of an external contractor

2.2 outline the legislative and organisational documentation required before work commences

2.3 describe how safety will be enforced during the work

2.4 describe the types of requirements external contractors may have when working on the site

2.5 prepare a work area for external contractors.

Indicative content

Indicative content

- Tenants, customers, visitors, general public, service users, local authority.
- Method statements, risk assessments, manufacturer's guidance, works contracts, product guarantees, work permits, access passes.
- Removal of items, covering and protection of surfaces with sheeting/boards, taping joints and fixed items, barriers, signage, isolation or covering of smoke detectors (if nuisance activation is a risk) electrical/plumbing isolation.
- Use of barriers, sheeting, signage, personal protective equipment, training, risk assessments.
- Parking, deliveries, storage.

Learning outcome:

The learner will:

3. Be able to work with external contractors.

Assessment criteria

The learner can:

3.1 describe the activities that may be carried out when working with an external contractor

3.2 describe how to assess the work of an external contractor

3.3 work with external contractors on a Indicative content of tasks

3.4 carry out inspections of external contractors' work

3.5 state how to report issues with an external contractor's work.

Indicative content

Indicative content

- Preparing work area, notifying those affected by works, taking deliveries, health, safety and security.
- Ensure health and safety standards adhered to, check progress and quality against specifications.
- Organisational procedures, contractual guidance, raise issues with own/external contractors' supervisor.

Learning outcome:

The learner will:

4. Be able to carry out reinstatement of an area after an external contractor has completed their work.

Assessment criteria

The learner can:

4.1   reinstate an area after work has been completed
4.2   state how to report faults or problems discovered during reinstatement
4.3   complete or collect legislative and organisational documentation required once a task has been completed.

Indicative content

Indicative content

- Ensure all areas are correctly cleaned, track stored items and reinstate to original or agreed new position, ensure services operating correctly, and ensure area is safe to allow access.
- Organisational procedures, line manager.
- Organisational policies and procedures, test certificates, guarantees.

Unit 213   Security and access systems in property maintenance

UAN:	T/507/5751
Level:	2
GLH:	35
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Aim:	

Assessment type   Portfolio

Learning outcome:

The learner will:

1. Understand the types of access and security systems used in property maintenance.

Assessment criteria

The learner can:

1.1   describe the different types of security systems that are found in property maintenance
1.2   describe the types of access systems that are used in property maintenance.

Indicative content

- Intruder alarm, fire/smoke detection, emergency lighting, security lighting.
- Resident entry phone systems, staff swipe card systems, key pads, vehicle access systems.

Learning outcome:

The learner will:

2. Be able to maintain fire alarm systems.

Assessment criteria

The learner can:

2.1   identify common issues with fire alarm systems
2.2   identify basic faults in a fire alarm system
2.3   describe the work that can be carried out in-house on a fire alarm system
2.4   carry out periodic and functional tests on fire alarm systems

2.5   complete documentation following maintenance or repair work on a fire alarm system.

Indicative content

Indicative content
- Nuisance tripping, damaged detectors, broken glass, low battery.
- Control panels, physical checks.
- Functional testing, battery replacement.
- Organisational procedures, manufacturer's guidance.
- System log book, organisational procedures.
- Specialist contractor roles.

Learning outcome:

The learner will:

3. Be able to maintain an intruder alarm system.

Assessment criteria

The learner can:

3.1   outline common issues with intruder alarm systems
3.2   identify basic faults in an intruder alarm system
3.3   describe the work that can be carried out in-house on intruder alarm systems
3.4   carry out periodic and functional tests on an intruder alarm system
3.5   complete documentation following maintenance or repair work on an intruder alarm system.

Indicative content

Indicative content
- Nuisance tripping, damaged detectors, low battery.
- Control panels, physical checks, continuity testing.
- Functional testing, battery replacement, sensor replacement.
- Organisational procedures, manufacturer's guidance.
- System log book, organisational procedures.
- Specialist contractor roles.

Learning outcome:

The learner will:

4. Know how to maintain emergency and security lighting systems.

Assessment criteria

The learner can:

4.1   outline common issues with emergency and security lighting systems
4.2   identify basic faults in emergency and security lighting systems
4.3   describe the work that can be carried out in-house on emergency or security lighting systems
4.4   carry out periodic and functional tests on an emergency lighting system
4.5   carry out periodic and functional tests on a security lighting system

4.6   complete documentation following maintenance or repair work on emergency and security lighting systems.

Indicative content

Indicative content

- Nuisance tripping, damaged sensors, low battery, faulty lamp.
- visual checks, test points.
- Functional testing, lamp replacement.
- Organisational procedures, manufacturer's guidance, short and long testing.
- System log book, organisational procedures.
- Specialist contractor roles.

Learning outcome:

The learner will:

5.   Know how to maintain access systems.

Assessment criteria

The learner can:

5.1   outline common issues with access systems

5.2   identify basic faults in an access system

5.3   carry out functional testing on an access system

5.4   carry out maintenance and repairs to access systems

5.5   complete documentation following repair and maintenance on an access system.

Indicative content

Indicative content

- Faulty key/card, faulty access panel/lock, damaged cables, faulty entry phones.
- Visual checks, test points.
- Replace panel/phone/ keypad/key/ card.
- System log book, organisational procedures.

Unit 214   Accessibility and inclusion in property maintenance

UAN:	M/507/4906
Level:	2
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by the Property Maintenance Operative apprenticeship employer group
Aim:	

Assessment type   Portfolio

Learning outcome:

The learner will:

1. Understand the legislation relating to access management and inclusion.

Assessment criteria

The learner can:

1.1   describe how legislation affects access management and inclusion
1.2   describe the advantages of effective access management
1.3   describe the likely consequences of poor access to and from a property
1.4   explain the purpose of access audits

Indicative content

- The Equality Act, planning policies and building regulations, health and safety, fire evacuation.
- Duties under the Equality Act for service providers and employers.
- Design standards for new build and refurbishments.
- Auditing existing buildings.

Learning outcome:

The learner will:

2. Understand good practice in the design of access management and inclusion.

Assessment criteria

The learner can:

2.1   describe how the design of services can affect access to and use by people with different needs
2.2   explain the meaning of "access management and inclusion"
2.3   identify the implications for property of access management and inclusion
2.4   identify how physical barriers may be eliminated or mitigated in the delivery of services
2.5   describe the roles and responsibilities of those involved in the management and maintenance of access to and use of property and services

Indicative content

Indicative content
- The issues for people with different physical and other access needs (e.g. wheelchair users, sight and hearing disabilities, cognitive impairments etc.).
- Implications for businesses (e.g. procurement policies, financial costs etc).
- Scope for adaptations to facilities and any constraints.
- Roles and responsibilities.
- Good practice standards eg BS8300, BIFM Good Practice Guide.

Learning outcome:

The learner will:

3. Be able to maintain accessibility systems in property maintenance.

Assessment criteria

The learner can:

3.1   carry out maintenance tests in accordance with organisational schedules and procedures
3.2   record the results of accessibility maintenance checks
3.3   report faulty or defective systems in accordance with organisational procedures
3.4   ensure remedial actions are completed.

Indicative content

Indicative content
- Lift & hoist systems.
- Panic alarms.
- accessibility systems.
- Automatic front doors.
- Hearing loop systems.

Appendix 1   Sources of general information

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

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

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

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

• Regulatory ArIndicative contentments for the Qualifications and Credit Framework (2008)
• SQA Awarding Body Criteria (2007)
• NVQ Code of Practice (2006)
and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:
- **Walled Garden**: how to register and certificate candidates online
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages
We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery	**E: business@cityandguilds.com**

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About City & Guilds

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

City & Guilds Group

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

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