



TQUK Level 2 Certificate in Cleaning and Support Services Skills (RQF)

Qualification Specification

Qualification Number: 601/6595/9



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

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Introduction to the Qualification

The TQUK Level 2 Certificate in Cleaning and Support Services Skills (RQF) is regulated by Ofqual.

Qualification Purpose

The qualification develops the skills and competence required to work in the cleaning and support services sector. These include health and safety and communication, the cleaning of a range of different areas and surfaces and disposal of waste

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Intermediate Apprenticeship in Cleaning and Environmental Support Services Advanced Apprenticeship in Cleaning and Environmental Support Services
- TQUK Level 2 Certificate in Cleaning Principles
- Level 2 Certificate in Local Environmental Services
- TQUK Level 3 Diploma in Cleaning Supervision Skills
- TQUK Level 2 Diploma in Team Leading
- TQUK Level 3 Diploma in Management

Structure

Learners must achieve a minimum of 18 credits: seven credits from the Mandatory Unit Group, two credits from Optional Unit Group A and a minimum of nine credits from at least three units in Optional Unit Group B.

Mandatory Units

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
1	Communicate effectively in the workplace	D/600/6322	2	17	2
2	Develop yourself in the job role	R/600/6351	2	12	2
3	Reduce risks to health and safety in the workplace	M/600/2775	2	25	3

Optional Units

Group A

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
4	Work individually and follow reporting procedures in a cleaning environment	A/600/6280	1	19	3
5	Work with others and follow reporting procedures	J/600/6279	1	17	2

Group B

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
6	Clean high risk areas	A/600/6330	2	35	5
7	Carry out maintenance and minor repairs	A/600/6344	2	24	3
8	Clean, maintain and protect semi-hard and hard floors	D/600/6336	2	23	4
9	Clean confined spaces	F/600/6331	2	26	4
10	Perform street cleansing manually	F/600/6345	2	24	3
11	Clean and maintain soft floors and	H/600/6337	2	21	4

	furnishings				
12	Clean washrooms and replenish supplies	J/600/6329	2	17	3
13	Clean food areas	J/600/6332	2	32	4
14	Perform street cleansing mechanically	J/600/6346	2	31	4
15	Clean and maintain internal surfaces and areas	K/600/6324	2	33	4
16	Deep clean equipment and surfaces	L/600/6333	2	39	6
17	Use a water-fed pole system to clean windows and facades	L/600/6350	2	23	4
18	Clean and maintain external surfaces and areas	M/600/6325	2	26	4
19	Clean glazed surfaces and facades	M/600/6342	2	23	3
20	Work safely at heights	R/600/6348	2	20	3
21	Deal with routine waste	T/600/6326	2	24	3
22	Deal with non-routine waste	T/600/6343	2	22	3

Barred Units

This Unit	Is Barred Against These Units
Work individually and follow reporting procedures in a cleaning environment (A/600/6280)	Work with others and follow reporting procedures J/600/6279)J/600/6279

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 180 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 120.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include the below:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive	www.hse.gov.uk
Office of Qualifications and Examinations Regulation	www.ofqual.gov.uk
Register of Regulated Qualifications	http://register.ofqual.gov.uk
Health and Safety Executive NI	https://www.hseni.gov.uk/

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of assessment

Mandatory Unit – Unit 1

Title:		Communicate effectively in the workplace D/600/6322	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to communicate with others in the workplace	1.1	Describe how to respond to different customer needs and attitudes
		1.2	Describe positive and negative behaviour in relation to equality and diversity in the workplace
		1.3	State when different forms of communication should be used in the workplace
		1.4	Describe how to check that information has been understood
		1.5	Explain how personal behaviour can contribute to the positive image of the organisation
		1.6	State the importance of communicating all the information necessary to the relevant person
		1.7	State the importance of responding positively to queries from customers and the public
2.	Understand how to record and pass on information	2.1	State where to find up-to-date information needed to carry out own job
		2.2	Identify the different ways in which information is recorded
		2.3	Describe the procedures for recording, acknowledging and responding to incoming information
		2.4	Describe what actions to take when encountering problems passing on information
		2.5	State how to report faults with communication equipment

3.	Be able to communicate with others in the workplace	3.1	Respond to the needs and attitudes of customers appropriately
		3.2	Present a positive image of the organisation
		3.3	Give customers and others relevant information following organisational requirements
		3.4	Respond promptly, clearly and politely to questions and comments from customers and others
		3.5	Check that customers and others have understood the information correctly
4.	Be able to record and pass on information	4.1	Use up to date information to carry out the task
		4.2	Record information following organisational requirements
		4.3	Pass on accurate information promptly and take appropriate action when this cannot be done
		4.4	Report faults with communication equipment

Assessment requirements:

This unit is subject to Asset Skills principles of assessment which can be found at:
<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

Unit 2

Title:		Develop yourself in the job role	
		R/600/6351	
Level:		2	
Credit value:		2	
Guided learning hours:		12	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how to develop him/her self in the job	1.1	Identify activities that could help with self-development
		1.2	Describe how to set targets for personal development
		1.3	State the importance of setting achievable personal development targets
		1.4	Identify the types of support available to achieve targets
		1.5	Describe the procedures for accessing support
		1.6	State the importance of reviewing and updating progress against targets
		1.7	Describe the procedures for reviewing and updating progress
		1.8	List the benefits of discussing progress with others
2.	Be able to develop him/her self in the job	2.1	Identify and agree areas where they could develop further
		2.2	Agree achievable targets for personal development
		2.3	Agree the time and support required to achieve targets
		2.4	Demonstrate new skills in the workplace
		2.5	Request and use feedback on own performance from others
Assessment requirements: This unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp			

Unit 3

Title:		Reduce risks to health and safety in the workplace M/600/2775	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know about their organisation's health and safety procedures	1.1	Describe their responsibilities and legal duties for health and safety in the workplace
		1.2	Identify responsibilities and legal duties for health and safety specific to their own job role
		1.3	Name and locate the person responsible for health and safety in their area of work
		1.4	Describe where and when to get additional health and safety assistance
		1.5	Give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products
2.	Know how to identify the hazards in the workplace	2.1	Define the term 'hazard'
		2.2	Give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role
		2.3	Give reasons why it is important to remain alert to the presence of hazards in the whole workplace
		2.4	Describe why personal presentation and behaviour is important in maintaining health and safety in the workplace
3.	Know how to evaluate risks in the workplace	3.1	Define the term 'risk'
		3.2	Give reasons why they should deal with or report risks
		3.3	Describe procedures for reporting risks which they are unable to deal with

		3.4	Describe the risks to the environment which may be present in the workplace and your own job
4.	Be able to identify the hazards and risks in the workplace	4.1	Select the workplace instructions are relevant to the job
		4.2	Identify aspects of the workplace which could pose a danger to themselves or others
		4.3	Give examples of working practices in the job which could pose a danger to people in the workplace
		4.4	Assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person
		4.5	Deal with hazards in accordance with instructions and legal requirements
5.	Be able to reduce the risks to health and safety in the workplace	5.1	Perform duties in accordance with workplace instructions, manufacturer's instructions and legal requirements
		5.2	Use equipment materials and products safely and in accordance with instructions
		5.3	Use relevant equipment to control risks to health and safety
		5.4	Make suggestions on how to reduce risks to health and safety in the workplace to the relevant person
		5.5	Describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person
		5.6	Describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self and others
Assessment requirements: N/A			

Unit 4

Title:		Work individually and follow reporting procedures in a cleaning environment A/600/6280	
Level:		1	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how to ensure own safety when working individually when cleaning	1.1	State the arrangements for contacting the appropriate person
		1.2	State how often contact should be made when carrying out work
		1.3	State the procedures for entering the workplace
		1.4	State types of risks present in the workplace
		1.5	State the importance of taking action to reduce risks in the workplace
		1.6	Define own level of responsibility for controlling access to the workplace
		1.7	State the importance of following procedures for access to the workplace
		1.8	List types of other authorised persons who can enter the workplace
2.	Know expected standards of behaviour in the workplace	2.1	State the standards of behaviour expected in the workplace
		2.2	State the importance of giving a positive impression to others
		2.3	List different ways of communicating with others
		2.4	State why it is important to check that they have been understood
3.	Know how to carry out work individually	3.1	State where to obtain the work schedule and instructions
		3.2	Define the areas in which they are authorised to

			carry out work
		3.3	State the importance of assessing how own work is progressing
		3.4	State the importance of identifying any tasks that they will be unable to complete individually
4.	Know how to follow procedures when working individually	4.1	State the organisational requirements for reporting to own employer or customer
		4.2	State employer procedures and rules, including emergency procedures and contacts that apply to the work area
		4.3	State the organisational requirements for recording damage, breakages and disruption
		4.4	State the importance of reporting any damage, breakages and disruption caused
		4.5	State the organisational requirements for leaving the workplace
		4.6	State the importance of leaving the workplace secure
5.	Be able to ensure own safety when working individually when cleaning	5.1	Maintain agreed levels of contact with the appropriate person when carrying out work
		5.2	Follow the correct procedure for entering and leaving the workplace
		5.3	Identify risks present in the workplace
		5.4	Take action to reduce risks in the workplace
		5.5	Control access to the workplace within the limits of own responsibility
		5.6	Respond to customers and others and provide information that meets their needs
6.	Be able to carry out work individually	6.1	Use the work schedule to complete work
		6.2	Identify tasks they are not able to complete individually and report to the appropriate person
		6.3	Report any problems to the appropriate person which: <ul style="list-style-type: none"> - they are unable to deal with alone - affect health and safety - affect the reputation of the workplace
		6.4	Record and report any breakages, damage and disruption in the workplace

		6.5	Report any work that is incomplete and agree arrangements for finishing the work with the appropriate person
Assessment requirements: Please refer to Asset Skills Assessment Principles at www.assetskills.org			

Unit 5

Title:		Work with others and follow reporting procedures J/600/6279	
Level:		1	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the organisational requirements before starting work	1.1	State the procedures for entering and leaving the workplace
		1.2	State the importance of following procedures for entering and leaving the workplace
		1.3	State the standards of behaviour expected in the workplace
		1.4	State the importance of giving a positive impression to others
		1.5	State where to obtain the work schedule and instructions
2.	Know how to work as part of a team	2.1	List different ways of communicating with others in the team
		2.2	State why it is important to check that they have been understood
		2.3	List tasks that may be shared in the team
		2.4	State the limits of own responsibility in demonstrating tasks to others
		2.5	List the types of assistance that may be offered to colleagues
		2.6	State how to ask for help in carrying out work
3.	Know how to resolve difficult situations and who to report them to	3.1	Describe ways to handle disagreements so that it does not affect the work of the team
		3.2	State the importance of resolving disagreements as soon as possible
		3.3	State when and to whom disagreements should be

			reported
		3.4	Describe risks and problems that may be encountered and how they can be dealt with
		3.5	State the organisational requirements for recording damage, breakages and disruption
		3.6	State the importance of reporting any damage, breakages and disruption caused
4.	Be able to work as part of a team	4.1	Follow the correct procedure for entering and leaving the workplace
		4.2	Use the work schedule to complete the work as a team
		4.3	Agree with colleagues how to share work so that the team works effectively
		4.4	Welcome new colleagues to the team
		4.5	Show others how to do any tasks they may not have done before, within the limits of own responsibility
		4.6	Answer work related questions from other members of the team
		4.7	Communicate with customers and others in a professional manner to provide any information needed
5.	Be able to record and report any incidents or disagreements	5.1	Report any problems which: <ul style="list-style-type: none"> - they are unable to deal with alone - affect health and safety - affect the reputation of the workplace
		5.2	Record any breakages, damage and disruption in the workplace
		5.3	Report any work that is incomplete and agree arrangements for finishing the work
<p>Assessment requirements:</p> <p>This unit is subject to Asset Skills Principles of assessment for units in the QCF which is available at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 6

Title:		Clean high risk areas A/600/6330	
Level:		2	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prevent the spread of infection and contamination in a high risk area	1.1	Explain the organisational requirements for entering and leaving the high risk area
		1.2	Describe how the risks present in the high risk area would differ from routine areas
		1.3	State potential risks in the high risk area
		1.4	State the importance of removing personal items before cleaning in a high risk area
		1.5	State what personal protective equipment must be worn in the high risk area
		1.6	State why hand hygiene is important in a high risk area
		1.7	Explain where hand hygiene facilities should be located
		1.8	State the importance of having a designated contact person when cleaning a high risk area
		1.9	State why damaged furniture or equipment poses an additional risk
		1.10	State the organisational requirements for reporting damaged furniture and equipment
2	Understand the procedures to follow before cleaning high risk areas	2.1	Describe the signage: <ul style="list-style-type: none"> - in a high risk area - for cleaning a high risk area

		2.2	State the location of signs in a high risk area
		2.3	Describe the access arrangements for water and drainage facilities
		2.4	Explain the organisational requirements for arranging communication
		2.5	State the importance of confirming contact arrangements before starting work
		2.6	State the types of health conditions which may restrict cleaning duties and why it is important to report these
		2.7	State the organisational requirements for reporting health conditions
		2.8	Explain the importance of having cleaning equipment which is in safe working order
		2.9	State the organisational requirements for reporting problems with equipment
		2.10	State which equipment, tools and machinery should be removed from the workplace before cleaning
3	Understand how to carry out cleaning in high risk areas	3.1	State the organisational requirements for cleaning in high risk areas
		3.2	State which surfaces and soiling should be cleaned
		3.3	Describe the organisational requirements for reporting any soiling which cannot be cleaned
		3.4	State which cleaning agents should be used in the high risk area
		3.5	State the dilution levels required for the cleaning agents
		3.6	State the importance of having the work area checked
		3.7	State who is responsible for checking the work area
		3.8	State who is responsible for removing waste from the area and how often this is carried out

4	Understand the procedures to follow after cleaning high risk areas	4.1	State what equipment, tools and machinery should be removed from the workplace after cleaning
		4.2	Describe the organisational requirements for reporting accidental damage
		4.3	State when signage should be removed and where it is stored
		4.4	Describe the importance of checking and cleaning personal protective equipment after use
		4.5	State why equipment should be cleaned and replaced when necessary
		4.6	Describe the organisational requirements for disposal of waste and personal protective equipment
5	Be able to follow procedures to prevent the spread of infection and contamination in a high risk area	5.1	Follow organisational requirements when entering high risk area
		5.2	Report any health conditions which may cause infection or contamination of the high risk area
		5.3	Assess the risks of exposure to micro-organisms or contaminants for self and the environment
		5.4	Carry out hand hygiene to prevent the spread of infection or contamination of the high risk area
		5.5	Request advice when there is a risk of infection or contamination which is not usually present in the work area
6	Be able to follow the procedures for cleaning high risk areas	6.1	Display the correct signage
		6.2	Follow the organisational requirements for working alone
		6.3	Remove all appropriate personal items, including jewellery and store safely
		6.4	Check that protective clothing and personal cleaning facilities are available
		6.5	Select the correct equipment and tools for use in the high risk area

		6.6	Ensure that cleaning equipment and tools are not damaged
		6.7	Check the nature of the soiling
		6.8	Ensure that the high risk area is clear of tools and equipment that are not required
7	Be able to conduct cleaning in high risk areas	7.1	Select and wear appropriate personal protective equipment for the task
		7.2	Follow the organisational requirements for hand hygiene throughout the cleaning activity
		7.3	Report faulty and damaged cleaning equipment
		7.4	Clean the area following organisational requirements
		7.5	Check items of furniture and equipment within high risk areas for damage
		7.6	Report damaged furniture and equipment
		7.7	Clean damaged furniture and equipment if safe
		7.8	Check that high risk areas have been cleared of waste according to organisational requirements
		7.9	Report any accidental damage and disruption to high risk areas caused by cleaning
8	Be able to follow the correct procedures after the cleaning	8.1	Remove signage and return it in a clean condition to the correct storage area
		8.2	Clean and return equipment and materials to the correct storage area
		8.3	Check that the area is clear of any equipment, tools and materials that are not required
		8.4	Check personal protective equipment for damage, deterioration and contamination
		8.5	Obtain replacement personal protective equipment

		8.6	Follow organisational requirements for the disposal and storage of personal protective equipment
		8.7	Collect personal items from storage
		8.8	Follow procedures for leaving high risk areas
Assessment requirements: this unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp			

Unit 7

Title:		Carry out maintenance and minor repairs	
		A/600/6344	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	understand how to prepare to carry out maintenance and minor repairs	1.1	State the type and amount of maintenance and repair work that is required
		1.2	Describe how environmental and other site conditions can influence how work is carried out
		1.3	State which tools and equipment are appropriate for the task
		1.4	Describe the importance of carrying out preparatory work before carrying out repairs
		1.5	Describe the importance of protecting the surrounding area
		1.6	State methods which can be used to protect the surrounding area
2	Understand how to carry out maintenance and minor repairs	2.1	Describe safe, approved working practices for carrying out the work
		2.2	Describe how to make sure that the surrounding areas are maintained during maintenance and repair
		2.3	Describe the importance of retaining the items to be replaced
		2.4	Describe how to check that items that have been repaired function correctly and why this should be done

		2.5	Describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out
		2.6	Describe methods of cleaning tools and equipment
		2.7	State the importance of cleaning tools and equipment after use
		2.8	State where tools, equipment and un-used materials should be stored
3	Be able to prepare to carry out maintenance and minor repairs	3.1	Identify the items that need maintenance and the repair work required
		3.2	Assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs
		3.3	Select the hand tools and equipment that are the most appropriate for the task
		3.4	Protect the immediate surrounding areas throughout the preparations and the work
		3.5	Apply the appropriate method for repairing damaged areas or surfaces for repair
4	Be able to carry out maintenance and minor repairs	4.1	Use safe and approved working practices and techniques
		4.2	Isolate any electrical supplies
		4.3	Ensure that there are no adverse effects to the finished items or appearance of the surrounding areas
		4.4	Check that replacement items function correctly and operate safely
		4.5	Check that the working and surrounding areas match following maintenance and repair work
		4.6	Report any maintenance or repair work that they are not competent to carry out
		4.7	Report any cleaning requirements that cannot be carried out

		4.8	Clean tools and equipment after use
		4.9	Secure tools, equipment and used materials in the correct storage area

Assessment requirements:
this unit is subject to Asset Skills principles of assessment which can be found at:
<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

Unit 8

Title:		Clean, maintain and protect semi-hard and hard floors D/600/6336	
Level:		2	
Credit value:		4	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prepare to clean semi-hard and hard floors	1.1	State types of semi-hard and hard floors
		1.2	Explain the process for preparing to clean hard floors
		1.3	State the importance of maintaining personal hygiene when cleaning
		1.4	State the importance of removing personal items and where these should be stored
		1.5	State the importance of wearing appropriate personal protective equipment and for others to see it being worn
		1.6	State the importance of checking health and safety instructions against organisational requirements
		1.7	Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
		1.8	State what could happen if the right safety measures are not taken
		1.9	State the importance of colour coding
		1.10	State factors which would affect how to clean a semi hard or hard floor
2	Understand how to clean semi-hard and hard floors	2.1	State the importance of removing large items of debris by hand before beginning cleaning

		2.2	Describe the safe handling techniques which should be used for removing large items of debris
		2.3	State methods for removing loose dust and debris
		2.4	Explain how to select a method for removing loose dust and debris
		2.5	State which containers to put dust and debris into
		2.6	Describe how different types of spillages can be identified
		2.7	Describe the importance of reporting body fluids and spillages that you cannot identify
		2.8	Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued
		2.9	State methods that could be used to remove spillages
		2.10	Explain how to select a method to clean up spillages
		2.11	State the importance of disposing of unused cleaning solutions correctly
3	Understand how to treat semi-hard and hard floors	3.1	State methods of treatment for semi hard and hard floors and the most effective and economical to use for the task
		3.2	Explain how to select the most appropriate place to carry out test cleans
		3.3	Explain why test cleans should be carried out before applying treatments
		3.4	Describe the circumstances under which equipment and surfaces should be pre-treated
		3.5	Explain why treatments should be applied evenly
		3.6	State the importance of reporting any stains that cannot be removed

		3.7	State the importance of leaving the floor: <ul style="list-style-type: none"> - neutralised - free of ground in soil - free of protective coatings
4	Understand how to protect hard floors	4.1	State the range of protective coatings available
		4.2	Describe how to select an appropriate protective coating
		4.3	Explain how to decide on the number of protective coatings which should be applied
		4.4	State the importance of applying the coating and burnishing evenly
		4.5	Describe the correct method of disposing of unused protective coatings
		4.6	State the importance of putting things back as you found them when cleaning is complete
5	Be able to prepare to clean semi-hard and hard floors	5.1	Prepare the work area and equipment so that the task can be completed efficiently, correctly and safely
		5.2	Select the appropriate personal protective equipment for use when cleaning floors
		5.3	Select the correct equipment for the work area and the most effective treatment to use
		5.4	Report damaged and deteriorated floor surfaces that may require restoration
		5.5	Identify and note any factors that may affect how the floor is cleaned
		5.6	Identify any additional requirements that need to be applied other than supervisor's instructions
		5.7	Ventilate the area during cleaning
6	Be able to clean semi-hard and hard floors	6.1	Remove large items of debris and loose dust carefully and safely without causing it to spread

		6.2	Report any bodily fluid or spillages that cannot be identified according to organisational requirements
		6.3	Select a method for clearing up spillages that is correct for: <ul style="list-style-type: none"> - the floor - the size of spillage - the type of spillage
		6.4	Select equipment and cleaning agents that are right for the floor taking into account the amount of ground in-soil
		6.5	Soften ground in soil and stains before attempting to remove them
		6.6	Conduct a test clean in an area where marks are least likely to be noticed
		6.7	Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface
		6.8	Report stains that cannot be removed
		6.9	Dispose of unused cleaning treatments and waste products in line with organisational requirements
7	Be able to protect hard floors	7.1	Select an appropriate protective coating and equipment for the floor surface
		7.2	Apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions
		7.3	Leave the floor dry and free of dust
		7.4	Dispose of unused materials correctly and return items to the correct place
		7.5	Dispose of waste correctly
		7.6	Reinstate the work area

Assessment requirements:

this unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

Unit 9

Title:		Clean confined spaces F/600/6331	
Level:		2	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to conduct cleaning in a confined	1.1	Describe how atmospheric conditions can affect the work
		1.2	State the importance of checking atmospheric conditions
		1.3	State the importance of checking the nature of any soiling and the level of skill needed to deal with it
		1.4	Explain why advice should be sought about cleaning spaces that may pose a specific risk
		1.5	State what risks may be present in the confined space
		1.6	Describe how to identify risks for the purpose of risk assessment
		1.7	State the importance of having a designated contact person when cleaning a confined space
		1.8	State the personal protective equipment that is appropriate for cleaning the confined space
		1.9	State the importance of having serviceable cleaning equipment before entering the confined space
		1.10	State the organisational requirements for checking and reporting problems with equipment
		1.11	Describe the procedures for: <ul style="list-style-type: none"> - entering and leaving the confined space - conducting cleaning in the confined space - carrying out the cleaning process in a confined space
		1.12	State the importance of following organisational requirements for controlling access to the confined space

2	Understand how to follow organisational requirements for cleaning the confined space	2.1	Describe the procedures for: <ul style="list-style-type: none"> - entering the confined space - exiting the confined space in the event of an emergency - monitoring the conditions in the confined space - dealing with risks that arise during work
		2.2	State the importance of having the work area checked
		2.3	State who is responsible for: <ul style="list-style-type: none"> - checking the work area - removing waste from the confined space
		2.4	State the organisational requirements for reporting accidental damage
		2.5	Describe the importance of checking and replacing personal protective equipment as necessary
		2.6	Describe the organisational requirements for disposing of waste and personal protective equipment
		2.7	State the organisational requirements for closing down and making the work area safe on completion of cleaning
		2.8	State the organisational requirements for leaving the confined space and retrieving personal items
		2.9	State what paperwork needs to be completed at the end of the cleaning process
3	Be able to conduct cleaning in a confined space	3.1	Assess risks to health and safety before carrying out work
		3.2	Check that cleaning activities are not restricted by the working space available
		3.3	Check all equipment is in working order and electrical equipment is fully charged before entering the work area
		3.4	Obtain authorisation for entry into the work area
		3.5	Obtain the relevant health and safety information
		3.6	Confirm that atmospheric conditions have been checked and are safe before entering the work area

		3.7	Control the access to the work area before cleaning starts, in line with organisational requirements
		3.8	Follow the organisational requirements for entering the confined space
		3.9	Ensure that the workplace is clear of any equipment, tools and materials that are not required before and after cleaning
		3.10	Assess the nature of the soiling
		3.11	Report the nature of the soiling to the appropriate person
		3.12	Request advice when asked to clean environments where there is a specific risk
		3.13	Carry out the cleaning process in line with organisational requirements
4	Be able to follow organisational requirements for cleaning the confined space	4.1	Assess risks as they arise and act immediately to remedy any unsafe activity, equipment and environmental conditions
		4.2	Apply emergency exit procedures immediately when an emergency situation arises
		4.3	Clear the confined space of any waste in accordance within organisational requirements
		4.4	assess and report damage and disruption during the cleaning process
		4.5	Inspect reusable personal protective equipment for damage, deterioration and contamination after use and arrange for replacements where necessary
		4.6	Dispose of damaged and disposable personal protective equipment following organisational requirements
		4.7	Clean and store reusable personal protective equipment following organisational requirements
		4.8	Carry out duties to close down and make the work area safe after cleaning
		4.9	Complete all documentation and reports accurately

4.10	Ensure documents and reports are filed and passed on
4.11	Ensure all organisational requirements have been fully met before collecting any personal items from storage
4.12	Follow organisational requirements for leaving confined spaces

Assessment requirements:

This unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

Unit 10

Title:		Perform street cleansing manually F/600/6345	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to remove litter, detritus and debris from grounds	1.1	List the permits and checks that may be required for the task
		1.2	Describe factors which should be taken into account when identifying litter, detritus and debris
		1.3	Describe organisational requirements for reporting items that may present a risk to health and safety
		1.4	State the importance of wearing the required personal protective equipment and for others to see it being worn
		1.5	State different types of equipment for removal of litter, detritus and debris
		1.6	Describe how to identify the correct equipment for the type of litter, detritus and debris
		1.7	Describe actions that need to be taken in order to deal with hazardous debris and detritus
		1.8	State why mobile equipment should be secured
		1.9	State the consequences of not securing mobile equipment
		1.10	State the importance of segregating litter and putting into the correct container/location
		1.11	State the importance of ensuring the work area is left free of litter, detritus and debris

		1.12	State the organisational requirements for reporting when work has been completed
		1.13	State the importance of adhering to organisational requirements for reporting when work has been completed
2	Understand how to maintain waste	2.1	Describe where information on the number and location of waste collection points can be found
		2.2	State types of hazardous debris and detritus
		2.3	Describe actions that need to be taken in order to deal with hazardous debris and detritus
		2.4	Describe how to operate equipment safely
		2.5	Describe the organisational requirements for emptying containers
		2.6	Describe how to identify when containers need replacing
		2.7	Describe the organisational requirements for reporting problems
3	Be able to remove litter, detritus and debris from grounds	3.1	Confirm with the appropriate person the area to be cleaned
		3.2	Select and wear appropriate personal protective equipment for the task
		3.3	Select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area
		3.4	Use equipment safely following organisational requirements
		3.5	Use the correct method for removing litter from the ground surface
		3.6	Secure mobile equipment when not in use
		3.7	Segregate litter and put in correct container/location
		3.8	Transfer waste to the correct collection points

4	Be able to maintain waste collection points	4.1	Identify the number and location of the waste collection points
		4.2	Identify waste that needs specialist treatment or handling
		4.3	Follow organisational requirements for dealing with waste that requires specialist treatment or handling
		4.4	Empty containers and replace as necessary
		4.5	Leave the area clean and tidy
		4.6	Report any problems following organisational requirements
		4.7	Return equipment to the correct place and store securely
		4.8	Report that work has been completed

Assessment requirements:

this unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

Unit 11

Title:		Clean and maintain soft floors and furnishings H/600/6337	
Level:		2	
Credit value:		4	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prepare to clean soft floors and furnishings	1.1	Describe the importance of having an up-to-date cleaning specification and from where it can be obtained
		1.2	State the importance of maintaining personal hygiene when cleaning
		1.3	State the importance of removing personal items and where these should be stored
		1.4	State the importance of wearing the appropriate personal protective equipment and for others to see it being worn
		1.5	State the importance of checking health and safety instructions against organisational requirements
		1.6	Explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
		1.7	Describe how to assess that the material is suitable for the planned treatment
2	Understand how to maintain soft floors and furnishings	2.1	State the importance of removing superficial dust and debris before commencing the cleaning process and how this is done
		2.2	Describe the best methods and materials for carrying out deep cleaning identifying possible alternatives

		2.3	Describe methods of softening ground in soiling and stains to how to identify when the material is soft enough
		2.4	Explain how to select the most appropriate place to carry out test cleans
		2.5	Explain why test cleans should be carried out before applying treatments
		2.6	Describe the circumstances in which equipment and surfaces should be pre-treated
		2.7	Explain why treatments should be applied evenly
		2.8	Describe how to clean methodically to reduce dust spreading
		2.9	State ways to avoid damaging surfaces and the possible results of any damage
		2.10	State the importance of taking precautions in cleaning unsecured items such as rugs
		2.11	State the possible dangers of working at heights and how to do so safely
		2.12	Describe the importance of removing any excess moisture from the area which has been cleaned
3	Be able to prepare to maintain soft floors and furnishings	3.1	Prepare the work area and equipment so that the task can be completed efficiently and safely
		3.2	Examine the material to make sure it is suitable for the planned treatment given the: <ul style="list-style-type: none"> - type of soiling - position - amount of soiling
		3.3	Identify whether the material is colourfast and shrink resistant
		3.4	Identify and report damaged and deteriorated surfaces that may require restoration

		3.5	Identify and note any factors that may affect how the material is cleaned
		3.6	Identify any additional requirements that need to be applied other than supervisors' instructions
		3.7	Identify and move any portable objects that may hinder working
		3.8	Ventilate the area during deep cleaning
4	Be able to maintain soft floors and furnishings	4.1	Remove loose dust and debris before applying the cleaning agent or treatment
		4.2	Soften ground in-soil and stains before attempting to remove them
		4.3	Conduct a test clean in an area where marks are least likely to be noticed
		4.4	Apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material
		4.5	Assess the treated area and apply more treatment to remove stains safely where necessary
		4.6	Leave surfaces with an even appearance when work is completed
		4.7	Leave the material free of excess moisture and ground in soil when work is completed
		4.8	Dispose of waste correctly
		4.9	Reinstate the work area
		4.10	Report stains that cannot be removed
<p>Assessment requirements: This unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 12

Title:		Clean washrooms and replenish supplies J/600/6329	
Level:		2	
Credit value:		3	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know how to prepare for cleaning washrooms	1.1	Describe procedures for entering washrooms when cleaning and why they must be followed
		1.2	State the importance of personal hygiene when cleaning
		1.3	State the importance of wearing personal protective equipment and for others to see it being worn
		1.4	Describe why it is important to ventilate the washroom area
		1.5	Describe the range of colour-coded equipment and its importance when cleaning washrooms
2	Know how to carry out cleaning of washrooms	2.1	State why it is important to remove dust, hair and debris before cleaning surfaces, fixtures and fittings
		2.2	Identify cleaning agents suitable for cleaning washrooms
		2.3	State why it is important to follow manufacturer's instructions when diluting cleaning agents
		2.4	State why surfaces should not be over-wetted
		2.5	Describe how to clean fixtures and fittings in order to avoid contamination or risk of infection
		2.6	State why surfaces should be dry on completion of cleaning

		2.7	Explain why it is important that waste outlets and overflows are free from dirt, hair and debris
3	Know how to replenish supplies and reinstate the work area	3.1	Describe why it is important to follow manufacturers' instructions when identifying consumables that should be replenished
		3.2	State where consumables can be found and the procedures for organising replacement of supplies
		3.3	Describe procedures for collecting, holding and disposing of waste and why they should be followed
		3.4	Describe organisational requirements for reporting faulty equipment and problems and why they should be followed
		3.5	State where the correct storage place for cleaning equipment and materials can be found
		3.6	State why used personal protective equipment should be removed or replaced upon leaving the sanitary area
		3.7	Describe the procedures for dealing with used personal protective equipment
4	Be able to prepare to clean washrooms	4.1	Select and wear personal protective equipment appropriate to the cleaning task
		4.2	Follow procedures for entering washrooms
		4.3	Check that there is enough ventilation in the cleaning area
		4.4	Select and use appropriate equipment for cleaning different areas of the washroom
5	Be able to clean washrooms	5.1	Remove dust, hair and debris from surfaces, fixtures and fittings before cleaning
		5.2	Apply cleaning agents according to the manufacturer's instructions
		5.3	Clean surfaces without over-wetting

		5.4	Clean the fixtures and fittings to avoid risk of infection or contamination leaving them free of smears
		5.5	Check that surfaces are dry on completion of cleaning and that they do not represent a slip hazard
		5.6	Leave the waste outlets and overflows free from dirt, hair and debris
6	Be able to replenish supplies and reinstate the work area	6.1	Check holders and containers for levels of consumables
		6.2	Refill or replace items and consumables following manufacturers' instructions
		6.3	Take solid waste materials safely to the correct collection point and dispose of slurry
		6.4	Clean the equipment
		6.5	Check for any faults or problems and report where necessary
		6.6	Put equipment and resources back in the right place when finished
		6.7	Reinstate the work area
		6.8	Remove or replace personal protective equipment following procedures for disposal or storage
<p>Assessment requirements: This unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 13

Title:		Clean food areas J/600/6332	
Level:		2	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prepare to clean food areas	1.1	Explain the importance of having an up to date cleaning specification and where it can be found
		1.2	State the importance of maintaining levels of personal hygiene when working in food areas
		1.3	State types of health conditions that must be reported
		1.4	Describe why it is important to report health conditions to the relevant person
		1.5	State the importance of wearing the required personal protective equipment and for others to see it being worn
		1.6	Explain why food items must be moved or protected during cleaning operations
		1.7	Describe the consequences of not moving or protecting food items during cleaning
		1.8	Explain the importance of ventilating food production areas during cleaning
2	Understand how to identify signs of pest infestation	2.1	State the main types of pest infestations common to food areas
		2.2	Describe how to identify signs of pest infestation
		2.3	State the organisational procedures for dealing with any incidences of infestation

		2.4	Explain the importance of reporting pest infestations
3	Understand how to clean food areas	3.1	State the types of cleaning equipment available for use
		3.2	Describe how to check that the cleaning equipment is safe to use
		3.3	State the types of cleaning agents that are suitable for the surfaces in the food area
		3.4	Describe the consequences of using the wrong cleaning agents on surfaces
		3.5	State methods of checking for chemical residues when they have been used
4	Understand how to clean food production equipment	4.1	Describe how to recognise faulty or damaged food production equipment
		4.2	Explain the importance of labelling and reporting faulty and damaged equipment
		4.3	Explain the importance of safely isolating powered equipment before cleaning
		4.4	Explain the importance of following manufacturer's and workplace instructions for: <ul style="list-style-type: none"> - disassembling - cleaning - re-assembling of food production equipment
		4.5	State the location of the holding area for food production equipment parts
		4.6	Describe methods for de-scaling and cleaning food production equipment
5	Understand how to complete cleaning of food areas	5.1	describe the importance of assessing how the work is progressing
		5.2	Explain why it is important to leave food areas free of deposits, residue and foreign objects
		5.3	Describe the consequences of food areas not being left free of deposits, residue and foreign objects

		5.4	Describe the importance of returning all food and equipment to the correct place once cleaning is completed
		5.5	Explain why surfaces and vents should be left dry on completion of cleaning
		5.6	Describe the organisational requirements for disposing of waste and slurry
		5.7	Explain the importance of cleaning the cleaning equipment
		5.8	State where cleaning equipment should be stored
6	Be able to clean food areas	6.1	Remove and store personal items safely
		6.2	Select and wear appropriate personal protective equipment for the task
		6.3	Select and protect relevant items, including food, before cleaning begins
		6.4	Identify suitable cleaning equipment and check it is safe to use
		6.5	Label faulty or damaged cleaning equipment and report according to organisational requirements
		6.6	Prepare food production plant, equipment and materials for cleaning
		6.7	Isolate food equipment from power supplies
		6.8	Clean the area without damaging in-place plant and equipment
7	Be able to clean food production equipment	7.1	Follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment
		7.2	Dismantle food production equipment and place in the right holding area before cleaning
		7.3	Ventilate the working area and check that there are no chemicals on the area before de-scaling equipment

		7.4	De-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination
		7.5	Check that individual parts of food production equipment are clean before re-assembly
		7.6	Reassemble food production equipment after cleaning
		7.7	Check equipment is in correct working order once reassembled
		7.8	Record and report faults with food production equipment according to organisational requirements
8	Be able to complete cleaning of food areas	8.1	Assess cleaning performance against the business' food safety management procedures
		8.2	Leave equipment and working areas free of deposits, cleaning residues and foreign objects
		8.3	Check that ventilation systems and surfaces are clean and dry when cleaning has been completed
		8.4	Dispose of waste and slurry following organisational requirements
		8.5	Clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete

Assessment requirements:

This unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

Unit 14

Title:		Perform street cleansing mechanically J/600/6346	
Level:		2	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to remove litter, detritus and debris	1.1	List the permits and checks that may be required for the task
		1.2	Describe factors which should be taken into account when identifying litter, detritus and debris
		1.3	Describe organisational requirements for reporting items that may present a risk to health and safety
		1.4	State the importance of wearing the required personal protective equipment and for others to see it being worn
		1.5	State types of hazardous debris and detritus
		1.6	Describe actions that need to be taken in order to deal with hazardous debris and detritus
2	Understand how to operate vehicles, equipment and machinery	2.1	State the level of legal and organisational authority needed to operate the vehicle or machinery
		2.2	State how the legal and organisational authority would be obtained
		2.3	State the types of personal protective equipment required for: <ul style="list-style-type: none"> - vehicles - equipment and machinery - working conditions
		2.4	Describe how to check that the vehicles and machinery have sufficient resources

		2.5	State where additional resources can be obtained
		2.6	State the organisational requirements for reporting faults with vehicles, equipment and machinery
		2.7	State the importance of operating vehicles, equipment and machinery safely
		2.8	State the importance of securing mechanical equipment
3	Understand how to deal with collected waste	3.1	State types of spillage that can occur
		3.2	Describe how to check that spillages have been treated correctly
		3.3	Describe the organisational requirements for reporting problems
		3.4	State the location of the designated collection points for waste
		3.5	Describe how to discharge and dispose of collected waste safely
		3.6	Explain the legal and organisational requirements that must be followed when disposing of waste
		3.7	State the organisational requirements for reporting when work has been completed
		3.8	State the importance of adhering to organisational requirements for reporting when work has been completed
4	Know how to clean and store vehicles, equipment and machinery	4.1	State the designated location for cleaning vehicles, equipment and machinery
		4.2	Describe the methods for cleaning vehicles, equipment and machinery
		4.3	State the location of the storage areas for vehicles, equipment and machinery
		4.4	State the importance of leaving storage areas secure

5	Be able to remove litter and detritus	5.1	Confirm with the appropriate person the area to be cleaned
		5.2	Select the: <ul style="list-style-type: none"> - vehicle - equipment and machinery - cleaning methods suitable for the litter, detritus and surfaces to be cleaned
		5.3	Confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery
		5.4	Select and wear personal protective equipment appropriate for the: <ul style="list-style-type: none"> - vehicle - equipment and machinery - working conditions
		5.5	Check that vehicles and machinery have sufficient resources
		5.6	Report faults with vehicles, equipment and machinery
		5.7	Use appropriate methods for removing litter detritus and debris according to: <ul style="list-style-type: none"> - type of litter, detritus and debris - equipment and machinery - vehicles - working conditions
		5.8	Operate vehicles, equipment and machinery safely following organisational requirements
		5.9	Secure vehicles and machinery when not in use
		5.10	Use methods which allow maximum clearance of litter, detritus and debris considering working conditions

6	Be able to deal with collected waste	6.1	Make sure spillages are treated correctly before removing them
		6.2	Report any problems following organisational requirements
		6.3	Transfer collected waste to the designated collection point
		6.4	Discharge and dispose of waste in line with legal and organisational requirements
		6.5	Check that the waste hopper has been left empty
7	Be able to clean and store vehicles, equipment and machinery	7.1	Clean vehicles, equipment and machinery once work is completed
		7.2	Return vehicles, equipment and machinery to the correct place and store securely
		7.3	Report that work has been completed
<p>Assessment requirements: This unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 15

Title:		Clean and maintain internal surfaces and areas K/600/6324	
Level:		2	
Credit value:		4	
Guided learning hours:		33	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prepare to clean and maintain internal surfaces and areas	1.1	Describe the sequence for cleaning to avoid re-soiling
		1.2	List the permits and checks that may be required to work on the premises
		1.3	State the procedures for entering and leaving the workplace
		1.4	State the standards of appearance and behaviour required in the workplace
		1.5	State the importance of personal hygiene when cleaning
		1.6	Describe how the following factors can influence the cleaning method used: <ul style="list-style-type: none"> - manufacturer's instructions - risk - efficiency - access - time - surface - type of soiling
		1.7	State how to inspect a work area to decide what cleaning needs to be carried out
		1.8	State the importance of wearing the required personal protective equipment and for others to see it being worn

		1.9	State the importance of following a work schedule
		1.10	Describe the best methods and materials for carrying out a specific task identifying possible alternatives
		1.11	State why different equipment should be used for different tasks
		1.12	State the importance of using the correct colour coded equipment
2	Understand how to clean and maintain internal surfaces	2.1	Describe how to avoid causing injury or damage when cleaning
		2.2	State the amount of time allowed for completing the activity
		2.3	State what results are expected from each cleaning activity
		2.4	State the techniques to use with chosen equipment and materials
		2.5	Describe the consequences of: <ul style="list-style-type: none"> - using wrong equipment - using wrong materials - not following manufacturer's instructions
		2.6	State how to change between cleaning methods to cope with different types of soiling and surface
		2.7	Describe methods that can be used for different types of soiling and surface
		2.8	State how to identify pest infestation and the action needed to deal with it
		2.9	State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this
		2.10	State the importance of checking the quality of work as it is being done
		2.11	State tasks that are outside of own responsibility

		2.12	Describe the organisational requirements for dealing with and reporting accidental damage
3	Know how to complete the cleaning activity	3.1	State why tools and equipment should be cleaned after use
		3.2	State the location of the storage areas for equipment and materials
		3.3	State why storage areas should be kept clean, safe and secure
		3.4	Describe the organisational requirements for organising replacement and extra resources
4	Be able to prepare to clean and maintain internal surfaces and areas	4.1	Follow the correct procedure for entering and leaving the workplace
		4.2	Identify the area to be cleaned and taking into account different types of surfaces and areas
		4.3	Inform appropriate people know when cleaning is taking place and when it will be completed
		4.4	Select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling
		4.5	Select and wear appropriate personal protective equipment for the task
		4.6	Ensure that all surfaces are accessible and can be Reached to carry out adequate cleaning
		4.7	Deal with unattended items following organisational Requirements
		4.8	Ventilate the area
5	Be able to clean and maintain internal surfaces	5.1	Remove loose dirt, debris and detritus prior to cleaning
		5.2	Use the correct cleaning method for the work area, type of soiling and surface
		5.3	Follow the sequence for cleaning in order to avoid re-soiling

		5.4	Assess the actions required to prevent disturbance to others when cleaning
		5.5	Avoid obstructions to access when using cleaning equipment and power leads
		5.6	Select and display appropriate warning signs
		5.7	Adapt the cleaning method according to the available equipment, materials and problems identified
		5.8	Report any difficulties in carrying out the work in line with organisational requirements
		5.9	Deal with spillages using the equipment, materials and method appropriate to the surface and type of spillage
		5.10	Report any additional cleaning required that is outside own responsibility or skill
6	Be able to complete the cleaning process	6.1	Replenish supplies or consumables
		6.2	Leave the area clean and dry
		6.3	Secure cleaning equipment, materials and personal protective equipment in the correct storage area
		6.4	Organise replacement resources as required
<p>Assessment requirements: this unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 16

Title:		Deep clean equipment and surfaces	
		L/600/6333	
Level:		2	
Credit value:		6	
Guided learning hours:		39	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prepare for deep clean equipment and surfaces	1.1	Explain the importance of having an up to date cleaning specification and where it can be found
		1.2	State the importance of maintaining standards of personal hygiene when cleaning
		1.3	State the importance of removing personal items prior to cleaning and where they should be stored
		1.4	State the importance of wearing appropriate personal protective equipment and for others to see it being worn
		1.5	Describe the best methods and materials for carrying out deep cleaning identifying possible alternatives
		1.6	Explain the following factors might affect the type of cleaning required: <ul style="list-style-type: none"> - type of soiling - type of surface - position - amount of soiling
		1.7	Explain how to check that the equipment and surface is suitable for the treatment
		1.8	Explain the importance of reporting damaged and deteriorating surfaces
		1.9	State why the selected treatment might not be suitable

		1.10	Explain the importance of reporting immediately any concerns about the deep clean
		1.11	State how to ventilate the work area
		1.12	State additional customer or manufacturer's standards that may need to be applied to the work surface and equipment
2	Understand how to deep clean equipment and surfaces	2.1	Describe why there are checks and restrictions in place for the use of deep cleaning equipment
		2.2	Describe how to check that equipment is in safe working order
		2.3	State the organisational requirements for reporting problems with equipment
		2.4	State the importance of removing superficial dust and debris
		2.5	Describe how to soften ground-in soil and stains
		2.6	State the importance of softening ground in soiling
		2.7	Explain how to select the most appropriate place to carry out test cleans
		2.8	Explain why test cleans should be carried out before applying treatments
		2.9	Explain why treatments should be applied evenly
		2.10	State when equipment and surfaces should be pre- treated
		2.11	State how long the treatment should take to work
		2.12	State where to find manufacturer's instructions for <ul style="list-style-type: none"> - disassembling and re-assembling food equipment - applying treatments - operating equipment
		2.13	State why it is important to follow manufacturer's and organisational requirements

3	Understand how to restore the deep clean area	3.1	Describe what to look for when checking the cleaned area and equipment
		3.2	State what treatments require rinsing
		3.3	Describe why and how rinsing of treatments should be carried out
		3.4	State the organisational requirements for reporting soiling or stains that cannot be removed
		3.5	State factors which might mean another treatment is required
		3.6	Describe the importance of putting items back to their original place after cleaning
		3.7	Describe how to check for pest infestation
		3.8	State the organisational requirements for reporting pest infestations
		3.9	State why it is important to check that equipment is working properly
		3.10	Explain the procedures for the disposal of used and unused treatments and why this is important
		3.11	State the importance of cleaning equipment after use
		3.12	State where cleaning treatments, equipment and machinery should be stored
		3.13	Describe the importance of cleaning and checking personal protective equipment after use
		3.14	State the organisational requirements for storing and disposing of personal protective equipment
4	Be able to prepare to deep clean equipment and surfaces	4.1	Locate the relevant cleaning specification and describe what is required to do the task
		4.2	Remove personal items and store them correctly
		4.3	Select and wear appropriate personal protective equipment for the task

		4.4	Select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling
		4.5	Check that the equipment is serviceable
		4.6	Check that the surface and equipment is suitable for the planned treatment
		4.7	Report damaged equipment and surfaces which are deteriorating
		4.8	Contact the appropriate person for advice on <ul style="list-style-type: none"> - soiling - surfaces that could be damaged by cleaning - health risks of using a substance
		4.9	Check the work area for factors which may affect the clean
		4.10	Ensure that power supplies are isolated and protected during cleaning
		4.11	Ventilate the work area
		4.12	Check for authorisation to use any deep cleaning equipment prior to use
		4.13	Check whether there are any additional requirements from the customer regarding the deep clean
		4.14	Report any reasons for not using the specified equipment
5	Be able to undertake deep cleaning of equipment and surfaces	5.1	Remove superficial dust and debris before starting the deep clean
		5.2	Soften ground-in soil and stains before trying to remove them
		5.3	Conduct a test clean in an area where marks are least likely to be noticed
		5.4	Follow manufacturer's instructions when disassembling equipment

		5.5	Apply the treatment safely, evenly and methodically following manufacturer's instructions and without over-wetting or damaging the surface
		5.6	Ensure that absorbent patches are pre-treated and that stubborn and ingrained stains are given concentrated treatment
		5.7	Protect furniture and equipment in areas where a wet treatment is being used
		5.8	Follow the manufacturer's and organisational requirements in the safe use and disassembly of machinery and equipment
		5.9	Ensure safety of self and others throughout the cleaning process
6	Be able to restore the work area for use	6.1	Check the cleaned surface for an even appearance
		6.2	Ensure the surface is left free from dirt and excess moisture
		6.3	Rinse treated surfaces if necessary without disturbing the surrounding area
		6.4	Apply protective coatings and treatments if necessary
		6.5	Reinstate the work area
		6.6	Check that no residues remain on furniture and equipment
		6.7	Check for and report any signs of pest infestation
		6.8	Check that equipment with moving parts is working after the deep clean
		6.9	Report any defects and damage caused during cleaning
		6.10	Dispose of used and un-used solutions according to manufacturer's instructions
		6.11	Clean the equipment after use

6.12	Store cleaning agents and treatments in a safe and secure place
6.13	Clean and store equipment and after use

Assessment requirements:

This unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

Unit 17

Title:		Use a water-fed pole system to clean windows and facades	
		L/600/6350	
Level:		2	
Credit value:		4	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prepare to operate a water-fed pole system	1.1	Describe how to conduct a risk assessment
		1.2	Identify the payload capacity of the vehicle used and describe the consequences of overloading the vehicle
		1.3	Describe the importance of displaying appropriate warning signs
		1.4	Describe the importance of wearing high visibility clothing and personal protective equipment and for others to see it being worn
		1.5	Describe the precautions which should be taken to reduce the health and safety risks of using water-fed poles
		1.6	State the importance of checking and inspecting equipment for defects or damage before use
		1.7	Describe how to identify defects or damage
		1.8	Describe the organisational requirements for reporting defective and damaged equipment
2	Understand how to operate a water-fed pole system	2.1	Describe when it is appropriate to use a backpack system and the safe procedures for doing this
		2.2	Describe the risks associated with using a water-fed pole and how they can be reduced

		2.3	Explain why it is important to use the correct length of pole
		2.4	Describe the correct handling techniques for portable systems
		2.5	State types of materials used to make poles
		2.6	State when it is appropriate to use different types of poles
		2.7	Explain why contact should be maintained when working alone
		2.8	Describe how different types of surfaces should be cleaned
		2.9	Describe methods of dealing with different types of soiling
3	Understand how to maintain a water-fed pole system	3.1	List the important aspects of legislation with which equipment should comply
		3.2	State the importance of keeping the water tank clean and free of build ups
		3.3	State the importance of preventing the spread of legionella and other bacteria
		3.4	Describe how to replace water filter
		3.5	State the importance of storing the tank system and equipment correctly
		3.6	Describe how to remove different types of build up in the tank system
4	Be able to prepare to operate a Water-fed pole system	4.1	Carry out a risk assessment
		4.2	Load the vehicle and ensure it is not overloaded
		4.3	Select and display the appropriate warning signs
		4.4	Select and wear appropriate personal protective equipment
		4.5	Inspect equipment for defects and damage

5	Be able to operate a water-fed pole system	5.1	Select the correct length of pole for the surface to be cleaned
		5.2	Ensure that the composition of the pole is correct for the conditions on site
		5.3	Drain the system of water before lifting
		5.4	Maintain regular contact with the appropriate person
6	Be able to maintain a water-fed pole system	6.1	Check tank systems to ensure they comply with relevant legislation
		6.2	Take appropriate actions to prevent build- ups
		6.3	Replace water filters in accordance with manufacturer's instructions
		6.4	Use the correct method of storage for a water-fed pole system
		6.5	Secure water-fed pole systems in the correct storage area
		6.6	Drain the tank and filters when the system is idle for an extended period
<p>Assessment requirements: This unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 18

Title:		Clean and maintain external surfaces and areas M/600/6325	
Level:		2	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to prepare to clean and maintain external surfaces and areas	1.1	List the permits and checks that may be required for the task
		1.2	State the location of the job and how to get to that location
		1.3	Describe how environmental conditions can affect: <ul style="list-style-type: none"> - the cleaning to be carried out - the equipment which can be used
		1.4	State how to inspect a work area to decide what cleaning needs to be carried out
		1.5	State the standards of appearance and behaviour required
		1.6	State the importance of wearing the required personal protective equipment and for others to see it being worn
		1.7	Explain why it is important to inspect the work area for public access
		1.8	Describe the best methods and materials for carrying out a specific task identifying possible alternatives
		1.9	Describe why it is important to estimate the time required for the job
2	Understand how to clean and maintain external surfaces and areas	2.1	State the techniques to be use with chosen equipment and materials
		2.2	Describe the tasks that need to be performed

		2.3	Describe the consequences of: <ul style="list-style-type: none"> - using wrong equipment - using wrong materials - not following manufacturer's instructions
		2.4	State how to change between cleaning methods to cope with different environmental conditions
		2.5	Describe methods that can be used for cleaning external surfaces and areas
		2.6	State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this
		2.7	State the importance of checking the quality of work as it is being done
		2.8	Describe the organisational requirements for dealing with and reporting accidental damage
		2.9	State the organisational requirements for reporting difficulties which may arise
3	Know how to complete the cleaning activity	3.1	State why tools and equipment should be cleaned after use
		3.2	State the location of the storage areas for equipment and materials
		3.3	State why storage areas should be kept clean, safe and secure
		3.4	Describe the organisational requirements for organising replacement and extra resources
4	Be able to prepare to clean and maintain external surfaces and areas	4.1	Identify the area to be cleaned and the order in which tasks need to be done
		4.2	Assess the impact of environmental conditions, i.e. temperature, rain, humidity, wind and ice, on the order of tasks
		4.3	Select tools and equipment for the task, taking into account: <ul style="list-style-type: none"> - efficiency - risk - time - weather conditions
		4.4	Check that the tools and equipment required are available for use
		4.5	Select and wear appropriate personal protective equipment for the task

		4.6	Check that the equipment can be used safely in the work area
		4.7	Deal with unattended items following organisational requirements
5	Be able to clean and maintain external surfaces and areas	5.1	Carry out work in a way which does not affect other exterior surfaces and areas
		5.2	Use the correct cleaning method for the work area and surface
		5.3	Adapt the cleaning methods according to available equipment and environmental conditions
		5.4	Report any difficulties in carrying out the work in line with organisational requirements
		5.5	Deal with accidental damage
6	Be able to complete the cleaning process	6.1	Organise replacement resources as required
		6.2	Clean tools and equipment after use
		6.3	Return tools and equipment to the correct place and store securely
		6.4	Report tools and machinery in need of repair
<p>Assessment requirements: This unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 19

Title:		Clean glazed surfaces and facades M/600/6342	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to clean glazed surfaces and façades	1.1	Describe the procedures for entering and leaving the workplace
		1.2	Describe how to inspect surfaces
		1.3	Describe the importance of reporting defects on surfaces
		1.4	State why the equipment should be clean before use
		1.5	Describe procedures for closing windows and openings before cleaning
		1.6	Describe the importance of windows and openings being closed before cleaning
		1.7	Describe advantages of treating surfaces before applying cleaning agents
		1.8	State organisational requirements for: <ul style="list-style-type: none"> – cleaning glazed surfaces and façades – equipment that should be used for cleaning glazed surfaces and façades
		1.9	Describe the techniques that should be used to avoid personal injury or strain
		1.10	State where to find the manufacturer's instructions for operating equipment or machinery

		1.1.1	State organisational requirements for reporting faults and emergencies
2	Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area	2.1	State the techniques and equipment for removing excess Water
		2.2	Describe different treatments that can be applied to surfaces upon completion of cleaning
		2.3	Describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning
		2.4	State the importance of reinstating the area
		2.5	State the organisational requirements for disposing of waste
		2.6	State the importance of cleaning equipment and machinery after use
		2.7	State the organisational requirements for cleaning equipment and machinery after use
		2.8	State where cleaning equipment and machinery should be stored
3	Be able to clean glazed surfaces and façades	3.1	Follow procedures for entering the work area
		3.2	Inspect the surface to identify any defects prior to cleaning
		3.3	Report defects on surfaces according to organisational requirements
		3.4	Check that all cleaning equipment is clean and free of residue
		3.5	Check that all windows and openings are closed before cleaning
		3.6	Select and display appropriate warning signs clearly
		3.7	Treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents

		3.8	Use approved methods and equipment to carry out cleaning
		3.9	Use techniques that reduce risks of personal strain and injury
		3.10	Use cleaning equipment according to manufacturer's instructions and organisational requirements
		3.11	Report any previously unidentified damage
		3.12	Check that the work area is not over-wetted
		3.13	Follow organisational requirements in the event of a fault or emergency
4	Be able to finish cleaning of glazed surfaces and façades, and reinstate the work area	4.1	Remove excess water from the surface and leave it streak free
		4.2	Check that all surfaces are dry upon completion of cleaning
		4.3	Apply treatments or protective coatings to surfaces following cleaning
		4.4	Check that accessories, fittings, frames and furniture are free of cleaning residue
		4.5	Reinstate the work area
		4.6	Dispose of waste in accordance with organisational requirements
		4.7	Check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning
		4.8	Return tools and equipment to the correct storage area
<p>Assessment requirements: this unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp</p>			

Unit 20

Title:		Work safely at heights R/600/6348	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Understand how to work safely at heights	1.1	Describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others
		1.2	Describe individual responsibilities relating to maintaining safe working practices
		1.3	Describe procedures when working at heights and how these link to health and safety legislation
		1.4	Describe the risks associated with working at heights especially when carrying and handling objects
		1.5	Describe how risks associated with working at heights can be controlled
		1.6	Describe precautions which should be taken to minimise risks associated with working at heights
		1.7	Describe organisational requirements for preparing for and working at heights
		1.8	Describe organisational requirements for using, cleaning and storing:
		1.9	Describe how to operate fall protection equipment
2	Be able to work safely at heights	2.1	Carry out the work following an agreed plan

	2.2	Access the risks taking into account the potential dangers of: <ul style="list-style-type: none"> - falling - dropping tools and debris - stability of ladders - the working area - overhead cables - equipment - other people in the vicinity
	2.3	Take precautions to address identified risks
	2.4	Check that personal protective equipment is functioning properly
	2.5	Select and wear appropriate personal protective equipment including, where relevant, full body harness
	2.6	Check that safety barriers are in place around the working area
	2.7	Check that there is a permit to work, where required, before working at heights
	2.8	Carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use
	2.9	Check that height access equipment is deployed and secure
	2.10	Maintain frequent communication with the appropriate person
	2.11	Leave work areas clean, tidy and free of obstructions
	2.12	Secure height access equipment and personal protective equipment in the correct storage area
Assessment requirements: This unit is subject to Asset Skills principles of assessment which can be found at: http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp		

Unit 21

Title:		Deal with routine waste T/600/6326	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to handle routine waste	1.1	Describe the procedures and methods for preparing self and the work area
		1.2	List different types of personal protective equipment
		1.3	Describe the importance of wearing personal protective equipment and for others to see it being worn
		1.4	Describe the importance of maintaining personal hygiene when handling routine waste
		1.5	State the organisational requirements for handling and disposing of routine waste
		1.6	State the correct equipment for handling and disposing of routine waste
		1.7	State the arrangements for recycling in the workplace
		1.8	Describe the approved methods for transferring waste
		1.9	Describe the organisational requirements for reporting and handling waste spillages
2	Understand how to handle hazardous and suspicious items	2.1	State the importance of checking with the appropriate person before removing hazardous items
		2.2	Explain the organisational requirements for dealing with suspicious items

3	Understand how to deal with waste containers	3.1	Describe why the location and cleaning of waste areas is important in preventing and controlling pests
		3.2	Describe the organisational requirements for dealing with waste containers that are damaged
		3.3	State the standards of cleanliness required for holding areas, empty holding and collection bins
		3.4	State who is responsible for cleaning holding areas, empty holding and collection bins
		3.5	State the location of waste holding areas
		3.6	Describe methods of taking waste to the holding area Safely
		3.7	Describe the organisational requirements for reporting: <ul style="list-style-type: none"> - dangerous equipment - faulty equipment - danger of disease
4	Be able to handle routine waste safely	4.1	Prepare self and the work area to do the task efficiently, correctly and safely
		4.2	Select and wear appropriate personal protective equipment for the task
		4.3	Identify the location of the waste holding areas
		4.4	Identify different categories of waste and deal with them appropriately
		4.5	Check that waste bags or receptacles are secure before handling
		4.6	Identify waste to be collected and transferred to a collection point
		4.7	Ensure that sacks and receptacles are not damaged during handling
		4.8	Ensure the safety of self and others when handling sacks and receptacles

		4.9	Check that sacks and receptacles are not damaged once they have been moved
		4.10	Take appropriate action if a sack or receptacle is damaged
		4.11	Apply organisational requirements on the safe removal of waste spillages
5	Be able to deal with waste containers	5.1	Follow organisational requirements to cut down the risk of contaminating surrounding areas
		5.2	Follow organisational requirements for reporting signs of pest infestation
		5.3	Clean waste containers
		5.4	Replace waste containers or bin liners
		5.5	Report any faulty or damaged equipment
		5.6	Secure cleaning equipment, machinery and waste containers to the correct storage area
		5.7	Follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment
<p>Assessment requirements: Please refer to Asset Skills Assessment Principles at www.assetskills.org</p>			

Unit 22

Title:		Deal with non-routine waste T/600/6343	
Level:		2	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to handle and label non-routine waste	1.1	Describe the procedures and methods for preparing self and the work area
		1.2	List different types of personal protective equipment
		1.3	Describe the importance of wearing personal protective equipment and for others to see it being worn
		1.4	Describe the importance of maintaining personal hygiene when handling non-routine waste
		1.5	Explain ways to mark, label and record waste and its movement
		1.6	Explain the importance of marking, labelling and recording waste and its movement correctly
		1.7	Identify equipment required to dispose of sharps safely
		1.8	Explain the procedures for disposing of sharps safely
		1.9	Describe methods for handling and disposing of clinical waste
		1.10	Describe safe procedures for segregating and sorting waste for recycling
2	Understand how to handle suspicious items	2.1	State ways to identify suspicious items
		2.2	Explain the organisational requirements for dealing with suspicious items

		2.3	State the importance of checking with the appropriate person before removing unidentified items
3	Understand how to transfer non-routine waste and deal with containers	3.1	Describe procedures for transferring waste
		3.2	Describe the methods used to ensure safe carriage of collected waste to the holding areas
		3.3	Describe the organisational requirements for dealing with sanitation bins
		3.4	Describe ways to identify problem and hazardous waste
		3.5	Describe why the location and cleaning of waste areas is important in preventing and controlling pests
		3.6	Describe the importance of repackaging waste containers that have dangerous residue on the outside
		3.7	Describe the organisational requirements for reporting and handling waste spillages
		3.8	State the standards of cleanliness required for holding areas, empty holding and collection bins
4	Be able to handle and label non-routine waste safely	4.1	Prepare self and the work area to do the task efficiently, correctly and safely
		4.2	Select and wear appropriate personal protective equipment
		4.3	Identify the location of the waste holding areas
		4.4	Check that storage containers are securely sealed before handling
		4.5	Check that seals on storage containers are unbroken after moving
		4.6	Identify waste to be collected and transferred to a collection point and follow correct handling procedures
		4.7	Identify the waste material for collection and segregate or sort before disposal to collection point

		4.8	Mark the origin of waste clearly
		4.9	Label and record movement of waste
		4.10	Ensure the safety of self and others when handling sacks and receptacles
		4.11	Use the handles provided to move rigid containers
		4.12	Identify sharps that require special handling and use the pickup kit or specific box for their disposal
		4.13	Check with the appropriate person before removing unidentified items
5	Be able to transfer non-routine waste and deal with containers	5.1	Ensure that containers of waste materials are taken safely to the right place and secured if necessary
		5.2	Follow organisational requirements to cut down the risk of contaminating surrounding areas
		5.3	Follow organisational requirements for reporting: <ul style="list-style-type: none"> - signs of pest infestation - faulty/broken equipment
		5.4	Clean waste containers following organisational requirements
		5.5	Replace bin liners and set up fresh containers
		5.6	Leave clean containers in the correct place and in a condition which is fit for use
		5.7	Apply organisational requirements on the safe removal of waste spillages
		5.8	Leave holding areas clean when finished
		5.9	Secure cleaning equipment, machinery and waste containers to the correct storage area
		5.10	Follow procedures for the removal, cleaning and disposal of used personal protective equipment

Assessment requirements:

This unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>