

Qualification specification

**NCFE Level 2 Certificate in Cleaning Principles
QN: 601/0791/1**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 4.0 October 2019).

Version	Publication Date	Summary of amendments
v2.0	January 2017	The NCFE Level 2 Award in Cleaning Principles (601/0790/X) was withdrawn on 31 January 2017. All reference to the Award has been removed from this specification.
v5.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.
v5.1	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p>
v5.2	August 2022	The NCFE Level 2 Certificate in Cleaning and Support Services Skills (501/0473/1) was withdrawn on 31 July 2022. All reference to the qualification has been removed from this specification.
v5.3	February 2023	<p>Further information added to resource requirements and unit content and assessment guidance sections to provide guidance on assessing learners who are not currently working within a cleaning role or are taking the qualification via distance learning.</p> <p>Additional assessment guidance provided across the majority of units relating to the use of case studies/scenarios/work schedules and the recording of oral or written questioning and professional discussions for learners who are not currently working within a cleaning role or are taking the qualification via distance learning.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Cleaning Principles (601/0791/1).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification, please check the version date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Things you need to know

Qualification number (QN)	601/0791/1
Aim reference	60107911
Total Qualification Time (TQT)	130
Guided learning hours (GLH)	110
Credit value	13
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/0791/1.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Aims and objectives of this qualification

This qualification aims to:

- provide learners with a range of underpinning knowledge in both generic and specialist cleaning principles
- meet the needs of learners who work or want to work in the cleaning sector.

The objective of this qualification is to help learners to:

- develop their knowledge and understanding of the skills required for working in the cleaning sector.
-

Achieving this qualification

To be awarded the Level 2 Certificate in Cleaning Principles, learners must achieve a minimum of 13 credits:

- a total of 10 credits from the mandatory units
- and a minimum of 3 credits from the optional units.

Mandatory units

Unit number	Unit title	Credit
Unit 01	Dealing with routine and non-routine waste	4 credits
Unit 02	Health and safety for the cleaning and support services industry	4 credits
Unit 03	Working with customers and others in the cleaning and support services industry	2 credits

Optional units

Unit number	Unit title	Credit
Unit 04	Cleaning and maintenance of external surfaces and areas	3 credits
Unit 05	Cleaning of confined spaces	3 credits
Unit 06	Cleaning of food areas	4 credits
Unit 07	Cleaning of glazed surfaces and facades	3 credits
Unit 08	Cleaning of high risk areas (controlled environments)	4 credits
Unit 09	Cleaning of interiors and washrooms	3 credits
Unit 10	Cleaning of specialist electronic equipment	3 credits
Unit 11	Deep cleaning of internal equipment surfaces and areas	4 credits
Unit 12	Maintenance and minor repairs of property	3 credits
Unit 13	Manual street cleaning	3 credits
Unit 14	Mechanical street cleaning	4 credits
Unit 15	Periodic cleaning of hard and semi hard floors	3 credits
Unit 16	Periodic cleaning of soft floors and furnishings	3 credits
Unit 17	Working safely at heights in the cleaning and support services industry	4 credits
Unit 18	Cleaning with water fed pole systems	3 credits
Unit 19	Internal cleaning of passenger transport	3 credits

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 2 Certificate in Cleaning Principles, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this Qualification Specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for learners aged 16 and above. It will provide learners with a range of underpinning knowledge in both generic and specialist cleaning principles.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Cleaning Knowledge and Skills

It may also be useful to learners studying qualifications in the following sectors:

- Retail and Commercial Enterprise
 - Environmental Health.
-

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

- Level 3 Diplomas in Cleaning Supervision Skills
- Level 3 NVQ Diplomas in Hospitality Supervision and Leadership
- The British Institute of Cleaning Science (BICSc) Cleaning Operators Proficiency Certificate
- The British Institute of Cleaning Science (BICSc) Cleaning Supervisory Skills Certificate
- cleaner/supervisor
- domestic/supervisor
- housekeeper
- housing concierge
- caretaker supervisor/manager
- facilities manager.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Learners already working in the cleaning sector may choose to be observed when being assessed to meet the requirements of some assessment criteria in the optional units.

Learners preparing to work in the cleaning sector or completing the qualification via distance learning may be provided with a case study/scenario that enables them to be assessed against the requirements of some assessment criteria in the optional units.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke, subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Learning Curve Group

For more information about these resources and how to access them, please visit our website.

Links to National Skills Standards

For this qualification, we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page on the NCFE website.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the Summit Skills NOS cleaning and support services supervision.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment information (including assessment guidance)
- NOS mapping.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Learners may be working in the cleaning sector and therefore it may be preferable for some assessment criteria within the optional units to be evidenced through observation.

However, learners may be preparing to work in the cleaning sector and may not have access to the workplace or a realistic working environment, particularly if the course is being delivered via distance learning. In this instance learners should be provided with alternative methods of assessment. Case studies/scenarios/work schedules should be used that enable them to meet the learning objectives and assessment criteria using techniques such as written questioning and recorded oral questioning.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

Unit 01 Dealing with routine and non-routine waste (T/505/3667)

Unit summary	In this unit, learners will develop an understanding of the procedures involved in handling and transferring routine and non-routine waste.
Guided learning hours	35
Credit value	4
Level	2
Mandatory/optional	Mandatory
NOS mapping	ASTPC214 Deal with routine waste ASTPC215 Deal with non-routine waste

The learner will:

- 1 Understand procedures for handling routine and non-routine waste

The learner can:

- 1.1 Describe different types of waste, including:
 - routine
 - non-routine
 - hazardous
 - non-hazardous
 - clinical
- 1.2 Explain the importance of following a regular process for clearing waste
- 1.3 Explain the importance of maintaining personal hygiene when handling waste
- 1.4 List types of waste which can be recycled
- 1.5 Explain the importance of recycling
- 1.6 Describe procedures for handling and disposing of hazardous and non-hazardous waste
- 1.7 Describe the actions to take when dealing with a risk of infection
- 1.8 Explain the importance of using personal protective equipment when handling waste
- 1.9 Describe how to prepare self and work areas prior to handling routine and non-routine waste
- 1.10 Explain the importance of correct segregation of waste
- 1.11 Describe how to deal with incorrectly segregated waste
- 1.12 Explain the importance of marking, labelling and recording non-routine waste
- 1.13 Describe correct procedures for disposing of sharps
- 1.14 Explain the importance of reporting waste which looks suspicious

Unit 01 Dealing with routine and non-routine waste (T/505/3667) (cont'd)

The learner will:

- 2 Understand how to handle and transfer routine and non-routine waste

The learner can:

- 2.1 Describe safe methods for transferring waste
 2.2 Describe different types of waste container
 2.3 Explain the importance of having suitable locations for holding areas and collection bins
 2.4 Explain the importance of keeping holding areas clean
 2.5 Describe the implications of broken or damaged waste containers
 2.6 Describe procedures for dealing with broken or damaged waste containers
 2.7 State when waste containers should be double-bagged
 2.8 Describe the principles of dealing with routine and non-routine waste spillages

Equivalent unit for Dealing with routine and non-routine waste (T/505/3667)

For the purpose of credit transfer, the following unit is equivalent to this unit:

- Dealing with routine and non-routine waste (R/502/2250)

Learners who've achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit T/505/3667.

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.14, 2.1–2.8	Learners could produce one or more written reports which demonstrate an understanding of dealing with routine and non-routine waste.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.14, 2.1–2.8	Learners could demonstrate their understanding of the issues that could arise and how to deal with them through written or oral questions relating to the handling and transfer of routine and non-routine waste. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony. Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.	Written/oral questioning which should be recorded.

Unit 01 Dealing with routine and non-routine waste (T/505/3667) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1– 1.14, 2.1–2.8	<p>Learners could show knowledge and understanding of the types of waste present in the workplace and how this is dealt with, explaining the need for routine processes as well as describing those in place.</p> <p>Learners should take part in discussions and include their preparation notes relating to this activity. Assessor statements could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions could be recorded by video or audio means with feedback added by the Assessor.</p>	<p>Professional discussion.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p>
1.1– 1.14, 2.1–2.8	<p>Learners could show an understanding of the different types of waste and how to deal with them, by designing a leaflet, booklet or poster that could be used as an induction tool or information source for others.</p> <p>The information could cover individual or multiple assessment criteria and focus on areas such as:</p> <ul style="list-style-type: none"> • routine and non-routine waste • the types of hazardous, non-hazardous and clinical waste in the workplace • relevant policies and procedures • the equipment in place to deal with each type of waste, specifically regarding personal hygiene and infection controls. <p>A further section could include the reporting procedures in place to deal with suspicious waste.</p> <p>Learners could be provided with a template for an A4 leaflet or a larger poster to describe methods of transferring waste and explain different types of waste storage containers.</p>	<p>Information leaflet, booklet or poster.</p> <p>Written or oral questioning which should be recorded.</p>

Unit 02 Health and safety for the cleaning and support services industry (A/505/3668)

Unit summary	In this unit, the learner will develop an understanding of the health and safety legislation which applies to the cleaning and support services industry. They'll also learn how to work in a safe manner and how to control risks in the workplace.
Guided learning hours	35
Credit value	4
Level	2
Mandatory/optional	Mandatory
NOS mapping	ASTSRP1 Make sure your own actions reduce risks to health and safety

The learner will:

- 1 Understand the health and safety legislation which applies to the cleaning and support services industry

The learner can:

- 1.1 Describe the health and safety legislation and regulations which apply to the cleaning and support services industry
- 1.2 Describe employees' responsibilities
- 1.3 Describe employers' responsibilities
- 1.4 Explain the appropriate codes of behaviour in relation to health and safety

The learner will:

- 2 Understand how to work in a safe manner

The learner can:

- 2.1 State job roles within organisations responsible for health and safety
- 2.2 Explain the importance of correct use of equipment, materials and chemicals
- 2.3 Explain the importance of the correct use of personal protective equipment
- 2.4 Describe types of security requirements when working on customer sites
- 2.5 Describe techniques for safe lifting and handling
- 2.6 Explain the need for colour-coding systems
- 2.7 Describe recommended procedures in the event of a fire
- 2.8 Describe the recommended procedures in the event of an accident

Unit 02 Health and safety for the cleaning and support services industry (A/505/3668) (cont'd)

The learner will:

- 3 Understand how to control risks in the workplace

The learner can:

- 3.1 Explain the importance of personal hygiene in the workplace
 - 3.2 Outline the required personal hygiene standards
 - 3.3 Define the terms 'risk', 'hazard' and 'risk assessment'
 - 3.4 Identify the types of hazards which might occur in the workplace
 - 3.5 Describe health and safety procedures relating to controlling risks
 - 3.6 Describe the procedures for reporting hazards
 - 3.7 Explain the importance of following manufacturers' instructions
 - 3.8 Explain the importance of clear communication in relation to risk assessment
 - 3.9 Explain the importance of risk control measures
-

Equivalent unit for Health and safety for the cleaning and support services industry (A/505/3668)

For the purpose of credit transfer, the following unit is equivalent to this unit:

- Health and safety for the cleaning and support services industry (Y/502/2251)

Learners who've achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/505/3668.

Unit 02 Health and safety for the cleaning and support services industry (A/505/3668) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.4, 2.1–2.8, 3.1–3.9	Learners could produce a written report which demonstrates an understanding of health and safety for the cleaning and support services industry.	Learner report(s). Written or oral questioning which should be recorded.
1.1–1.4, 2.1–2.8, 3.1–3.9	<p>Learners should show knowledge and understanding of the hazards and risks in the workplace and how these are controlled by themselves as well as the policies in place to ensure everyone's safety.</p> <p>Learners could take part in discussions and include their preparation notes for this activity. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Professional discussion and/or oral/written questioning which should be recorded.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p>
1.1–1.4, 2.1–2.8, 3.1–3.9	<p>Learners need to show an understanding of health and safety legislation affecting the cleaning and support services industry. This could be achieved by designing a leaflet, booklet or poster that could be used as an induction tool or information source for others, covering individual or multiple assessment criteria.</p> <p>The information could include the main responsibilities of employees and employers, introducing an appropriate code of behaviour with regard to health and safety. Learners could be provided with a template to complete this task.</p>	Information leaflet, booklet or poster.
1.1–1.4, 2.1–2.3, 2.6, 3.1, 3.5–3.9	<p>Additional evidence could come from using one-to-one professional discussion as well as written and/or oral questioning. Through this, the individual learner's understanding of health and safety and their application of knowledge to the workplace could be demonstrated fully.</p> <p>Learners could take part in discussions and include their preparation notes relating to this activity. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions, and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group or professional discussion.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p>

Unit 03 Working with customers and others in the cleaning and support services industry (F/505/3669)

Unit summary	In this unit, the learner will understand how to communicate effectively with customers. They'll also learn how to meet customers' needs and how to contribute to effective team working.
Guided learning hours	18
Credit value	2
Level	2
Mandatory/optional	Mandatory
NOS mapping	ASTC202 Communicate effectively with customers and others

The learner will:

- 1 Understand how to communicate effectively with customers

The learner can:

- 1.1 Describe the importance of communicating with others
- 1.2 Describe appropriate ways of communicating with customers
- 1.3 State the importance of up-to-date, accurate and clear information
- 1.4 State key sources of job-related information
- 1.5 State reasons for adapting communication to different audiences
- 1.6 State procedures for acknowledging, responding to and recording customer communication
- 1.7 State the limits of authority for dealing with different types of customer communication

The learner will:

- 2 Understand how to meet customers' needs

The learner can:

- 2.1 Explain the importance of positive behaviour and attitude
- 2.2 Describe examples of positive behaviour and attitude
- 2.3 Explain the benefits of creating a positive impression
- 2.4 Describe different types of customer
- 2.5 Describe procedures for handling difficult customer situations

Unit 03 Working with customers and others in the cleaning and support services industry (F/505/3669) (cont'd)

The learner will:

- 3 Understand how to contribute to effective team working

The learner can:

- 3.1 Explain the importance of team work
 - 3.2 Describe roles and responsibilities within teams
 - 3.3 List factors that contribute to effective team work
 - 3.4 Describe key personal behaviours of team members
 - 3.5 Describe how to respond to disagreements in a team
-

Equivalent unit Working with customers and others in the cleaning and support services industry (F/505/3669)

For the purpose of credit transfer, the following unit is equivalent to this unit:

- Working with customers and others in the cleaning and support services industry (D/502/2252)

Learners who've achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit F/505/3669.

Unit 04 Cleaning and maintenance of external surfaces and areas (K/502/2268)

Unit summary	In this unit, the learner will prepare for and carry out the cleaning and maintenance of external surfaces and areas, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC206 Clean and maintain external surfaces and areas

The learner will:

- 1 Be able to prepare for cleaning and maintenance of external surfaces and areas

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area and items to be cleaned
- 1.4 Describe how to prepare work areas
- 1.5 State why permits and checks may be required for external cleaning
- 1.6 Explain the process for reporting damaged or deteriorating surfaces
- 1.7 Describe the correct cleaning method, equipment and materials to use for different soil types, surfaces and environmental conditions
- 1.8 Select cleaning methods, equipment and materials to use
- 1.9 Explain the importance of following manufacturers' recommendations and instructions
- 1.10 List personal protective equipment for cleaning of external surfaces and areas
- 1.11 Describe the effect environmental conditions can have on the cleaning and maintenance of external surfaces and areas

The learner will:

- 2 Be able to carry out cleaning and maintenance of external surfaces and areas

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Use correct methods to clean and maintain external surfaces and areas
- 2.3 Describe correct methods for cleaning and maintenance of external surfaces and areas
- 2.4 Explain the importance of cleaning to prescribed standards
- 2.5 Explain the consequences of using incorrect solutions, equipment and cleaning methods
- 2.6 Explain the importance of completing work in a timely manner
- 2.7 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.8 Describe procedures that can be taken to minimise inconvenience
- 2.9 Describe procedures for dealing with lost property and unattended items

Unit 04 Cleaning and maintenance of external surfaces and areas (K/502/2268) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 3.2 Check external cleaning and take any necessary actions
 3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
 3.4 Explain why equipment and material should be returned in good order to a secure storage area
 3.5 Describe how to dispose of waste correctly
 3.6 Dispose of waste correctly
 3.7 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.11, 2.1–2.9, 3.1–3.7	Learners could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning activities with regard to external surfaces and areas.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.11, 2.1–2.9, 3.1–3.7	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing, carrying out and checking the cleaning of external surfaces and areas.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p> <p>Case study/scenario/work schedule.</p>

Unit 04 Cleaning and maintenance of external surfaces and areas (K/502/2268) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1– 1.11, 2.1, 2.3–2.9, 3.1, 3.3–3.5, 3.7	<p>Learners need to show an understanding of the importance of preparation for cleaning and the correct methods to use.</p> <p>The work schedule for the external area should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types (eg paint, sprayed graffiti, chewing gum, permanent marker) and surfaces (eg polypropylene screens, roller shutter doors, concrete surfaces, brickwork, handrails/balustrade) and the methods and materials to use in each case. An approximate timing for each of the tasks should be given as well as the impact that weather conditions could have on the procedure.</p> <p>Learners could be provided with a template and given a context in which the external cleaning takes place, such as a shopping precinct, retail park or business park.</p>	<p>Work schedule.</p> <p>Case study/scenario.</p>
1.3, 1.8, 2.2, 3.2, 3.6	<p>Learners need to demonstrate they can use the correct methods to assess the area to be cleaned, employ the right methods using the most appropriate equipment and dispose of waste correctly.</p> <p>The Assessor should observe the learner in an outside area with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types (eg paint, sprayed graffiti, chewing gum, permanent marker) and surfaces (eg polypropylene screens, roller shutter doors, concrete surfaces, brickwork, handrails/balustrade).</p> <p>It may be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. If the Assessor adopts the role of the supervisor, the learner may report any problems with equipment or the ordering of replacement resources through them.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures,</p>	<p>Practical activity: observation may be an effective way to assess learners that are based in the workplace or a realistic working environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/ scenario/work schedule may be used.</p> <p>A case study, scenario or a work schedule may be used to allow learners to apply their knowledge and understanding to a practical context.</p> <p>Written or oral questioning which should be recorded.</p>

	standards of cleaning, timely completion and checking the area after cleaning.	
3.2, 3.5, 3.6	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning, the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context. described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 05 Cleaning of confined spaces (T/502/2273)

Unit summary	In this unit, the learner will prepare for and carry out cleaning activities in confined spaces, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC210 Clean confined spaces

The learner will:

- 1 Be able to prepare for cleaning confined spaces

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Explain the importance of having procedures for entering and leaving confined spaces
- 1.4 Assess the area and items to be cleaned
- 1.5 Describe how to prepare work areas
- 1.6 Describe different types of confined space
- 1.7 State the safety procedures for working in a confined space
- 1.8 Describe how atmospheric conditions can affect working in confined spaces
- 1.9 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.10 Select correct cleaning method, equipment and materials to use
- 1.11 Explain the importance of manufacturers' recommendations and instructions
- 1.12 List personal protective equipment for cleaning confined spaces

The learner will:

- 2 Be able to carry out cleaning in a confined space

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Use correct cleaning methods for confined spaces
- 2.3 Describe correct cleaning methods for confined spaces
- 2.4 Outline the procedures in the event of an emergency
- 2.5 Explain the consequences of using incorrect solutions, equipment and cleaning methods
- 2.6 Explain the importance of completing work in a timely manner
- 2.7 Explain the importance of minimising inconvenience to colleagues, customers and members of the public
- 2.8 Describe procedures that can be taken to minimise inconvenience

Unit 05 Cleaning of confined spaces (T/502/2273) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 3.2 Check cleaning and take any necessary actions
 3.3 Describe the procedures for reporting damage to equipment and surfaces
 3.4 Describe the importance of ensuring the work area is safe after cleaning
 3.5 Explain why equipment and materials should be returned in good order to a secure storage area
 3.6 Return equipment in good order to storage areas
 3.7 Describe how to dispose of waste correctly
 3.8 Dispose of waste correctly
 3.9 List documents that must be completed after cleaning
 3.10 Describe procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.12, 2.1–2.8, 3.1– 3.10	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check cleaning activities in confined spaces.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.12, 2.1–2.8, 3.1– 3.10	Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking cleaning activities in confined spaces. Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed. Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.	Group/professional discussion and written/oral questioning which should be recorded. Video/audio of learners' professional discussion. Case study/scenario/ work schedule.

Unit 05 Cleaning of confined spaces (T/502/2273) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1–1.3, 1.5– 1.12, 2.1, 2.3–2.8, 3.1, 3.3–3.5, 3.7, 3.9– 3.10	<p>Learners need to demonstrate an understanding of the importance of preparation for cleaning and the correct methods to use when working in a confined space.</p> <p>The work schedule for the confined space should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types (eg dust, oil based lubricants and fluids, grease, paint) and surfaces (eg ducting, concrete, non-slip flooring, painted, metal) and the methods and materials to use in each case. An approximate timing for each of the tasks should be given as well as the impact that atmospheric conditions (eg dust in the air, low level of lighting, heat, cold, humidity) could have on the procedure.</p> <p>Learners could be provided with a template and given a context in which the cleaning in a confined space takes place, such as a basement, store room, loft space, or part of a plant room where ducting is located.</p>	<p>Work schedule case study/scenario.</p> <p>Written and oral questioning which should be recorded.</p>

Unit 05 Cleaning of confined spaces (T/502/2273) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.4, 1.10, 2.2, 3.2, 3.6, 3.8	<p>Learners need to demonstrate they can use the correct methods to assess the area to be cleaned, employ the right methods using the most appropriate equipment and dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, return the equipment to the storage areas and order resources if required.</p> <p>The Assessor should observe the learner in a confined area with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types (eg dust, oil based lubricants and fluids, grease, paint) and surfaces (eg ducting, concrete, non-slip flooring, painted, metal).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. If the Assessor adopts the role of the supervisor, the learner may report any problems with equipment or the ordering of replacement resources through them.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/ work schedule may be used.</p> <p>Written or oral questioning which should be recorded.</p>
1.4, 2.2, 3.2, 3.6, 3.8	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning, the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 06 Cleaning of food areas (L/502/2277)

Unit summary	In this unit, the learner will prepare for and carry out cleaning of food areas, checking their cleaning and resources afterwards.
Guided learning hours	32
Credit value	4
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC211 Clean food areas

The learner will:

- 1 Be able to prepare for cleaning of food areas

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Explain the importance of having procedures for entering and leaving food areas
- 1.4 Assess the area and items to be cleaned
- 1.5 Describe how to prepare work areas
- 1.6 Explain the process for reporting damaged equipment and surfaces
- 1.7 Explain the importance of maintaining personal hygiene
- 1.8 State correct procedures for dealing with food items prior to cleaning
- 1.9 Describe types of pest infestation common in food production areas
- 1.10 Describe recommended procedures for dealing with pest infestations
- 1.11 Explain the importance of isolating powered equipment
- 1.12 State why it is important to ventilate cleaning areas
- 1.13 Describe the correct cleaning method, equipment and materials to use for different soil types, surfaces and equipment
- 1.14 Select correct cleaning method, equipment and materials to use
- 1.15 Explain the importance of following manufacturers' recommendations and instructions
- 1.16 List personal protective equipment for cleaning food areas

Unit 06 Cleaning of food areas (L/502/2277) (cont'd)

The learner will:

- 2 Be able to carry out cleaning of food areas

The learner can:

- 2.1 Explain the importance of cleaning procedures
 - 2.2 Use correct cleaning methods to clean food areas
 - 2.3 Describe correct cleaning methods for food areas
 - 2.4 Explain the importance of cleaning to prescribed standards
 - 2.5 Explain the possible consequences of using incorrect solutions, equipment and cleaning methods
 - 2.6 State why it is important to leave the food area free of deposits, residue and foreign objects
 - 2.7 State why surfaces and vents should be left dry on completion of cleaning
 - 2.8 Explain the importance of completing work in a timely manner
 - 2.9 Explain the importance of minimising inconvenience to colleagues, customers and the general public
 - 2.10 Describe procedures that can be taken to minimise inconvenience
-

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 - 3.2 Check the cleaning and take any necessary actions
 - 3.3 Describe the procedures for reporting damage to equipment surfaces and premises
 - 3.4 Explain the importance of returning all items after cleaning to their original position
 - 3.5 Return items to the original position
 - 3.6 Explain why equipment and materials should be returned in good order to a secure storage area
 - 3.7 Return equipment in good order to storage areas
 - 3.8 Describe how to dispose of waste correctly
 - 3.9 Dispose of waste correctly
 - 3.10 Describe the procedures for ordering and replacing resources
-

Unit 06 Cleaning of food areas (L/502/2277) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1– 1.16, 2.1– 2.10, 3.1– 3.10	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check cleaning of food areas.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.16, 2.1– 2.10, 3.1– 3.10	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking cleaning activities in food areas.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p>

Unit 06 Cleaning of food areas (L/502/2277) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1–1.3, 1.5– 1.13, 1.15, 1.16, 2.1, 2.3– 2.10, 3.1, 3.3, 3.4, 3.6, 3.8, 3.10	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning a food area.</p> <p>The work schedule for the food area should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types (eg old and recent food spills, dust, grease, liquid, granular) and surfaces (eg hard or semi hard floors, walls, work surfaces, stainless steel, sinks, tiled, enameled) and the methods and materials to use in each case. The work programme should include coverage of pest infestation common in food production areas, and how this is addressed. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>Learners could be provided with a template and given a context in which the cleaning of food areas takes place, such as a kitchen in a school, hospital or work canteen where the cleaning may take place when the food preparation area is in use.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p>	<p>Work schedule.</p> <p>Case study/scenario.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p>

Unit 06 Cleaning of food areas (L/502/2277) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.6, 1.7, 2.5, 2.9, 3.3, 3.4, 3.6, 3.8	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in cleaning food areas, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • the importance of personal hygiene and the basic requirements • why equipment should be returned to the original position in good order and what to do about damaged equipment/surfaces • the consequences if the chemicals or equipment are not used correctly • why it's important to minimise inconvenience to others when cleaning • the importance of having procedures for entering and leaving food areas • how to dispose of waste correctly. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p>

Unit 06 Cleaning of food areas (L/502/2277) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.4, 1.14, 2.2, 3.2, 3.5, 3.7, 3.9	<p>Learners need to demonstrate they can use the correct methods to assess the area to be cleaned, employ the right methods using the most appropriate equipment, returning it in good order, and dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, return items to their original position and order resources if required.</p> <p>The Assessor should observe the learner in a food preparation area with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types (eg old and recent food spills, dust, grease, liquid, granular) and surfaces (eg hard or semi hard floors, walls, work surfaces, stainless steel sinks, tiled or enameled surfaces).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. If the Assessor adopts the role of the supervisor, the learner may report any problems with equipment or the ordering of replacement resources through them.</p> <p>Some additional assessment criteria could be evidenced via oral questioning during the observation. Alternatively, these could be addressed in the information leaflet or by written questioning.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Practical activity: observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Case studies/scenarios/work schedules identifying areas to be cleaned with specific issues to be addressed.</p> <p>Written or oral questioning which should be recorded.</p>
1.4, 2.2, 3.2, 3.5, 3.9	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 07 Cleaning of glazed surfaces and facades (L/502/2280)

Unit summary	In this unit, the learner will prepare for and carry out cleaning of glazed surfaces and facades, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC215 Clean glazed surfaces and façades

The learner will:

- 1 Be able to prepare for cleaning of glazed surfaces and facades

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area to be cleaned
- 1.4 Describe how to prepare work areas
- 1.5 Explain the process for reporting damaged or deteriorating surfaces
- 1.6 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.7 Select correct cleaning method, equipment and materials to use
- 1.8 Explain the importance of following manufacturers' recommendations and instructions
- 1.9 List personal protective equipment for cleaning of glazed surfaces and facades
- 1.10 Describe recommended procedures in case of emergencies

The learner will:

- 2 Be able to carry out cleaning of glazed surfaces and facades

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Explain how pre-treating of surfaces can help cleaning
- 2.3 Use correct cleaning methods to clean glazed surfaces and facades
- 2.4 Describe correct cleaning procedures for glazed surfaces and facades
- 2.5 Apply surface treatments
- 2.6 Describe the advantages of applying surface treatments
- 2.7 Explain the importance of cleaning to prescribed standards
- 2.8 Explain the consequences of using incorrect solutions, equipment and cleaning methods
- 2.9 Explain the importance of completing work in a timely manner
- 2.10 Explain the importance of minimising inconvenience to colleagues, customers and the general public

Unit 07 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area after cleaning
 3.2 Check cleaning and take any necessary actions
 3.3 Explain why equipment and materials should be returned in good order to secure storage areas
 3.4 Return equipment in good order to storage areas
 3.5 Describe how to dispose of waste correctly
 3.6 Dispose of waste correctly
 3.7 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1– 2.10, 3.1–3.7	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check cleaning of glazed surfaces and facades.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.10, 2.1– 2.10, 3.1–3.7	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking cleaning of glazed surfaces and facades.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion.</p>

Unit 07 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1, 1.2, 1.4, 1.6–1.9, 2.1, 2.2, 2.4, 2.6, 2.7, 2.9, 3.1	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning glazed surfaces and facades.</p> <p>The work schedule for the glazed surfaces and facades should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types (eg finger marks, food residues, sprayed graffiti, chewing gum, permanent marker) and surfaces (eg glass, polypropylene, UPVC, brickwork, painted surfaces, concrete, aluminium, door furniture) and the methods and materials to use in each case. Learners should refer to pre-treating surfaces and different surface treatments. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>The learner could be provided with a template and given a context in which the cleaning of glazed surfaces and facades may take place, such as a retail park, business park or shopping mall.</p>	<p>Work schedule.</p> <p>Case study/scenario.</p> <p>Written and oral questioning which should be recorded.</p>

Unit 07 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.7, 2.5, 3.2, 3.4, 3.6	<p>Learners need to demonstrate they can use the correct methods to assess the area to be cleaned, employ the right methods, including surface treatments, return equipment in good order and dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, ordering resources if required.</p> <p>The Assessor should observe the learner in an outside area with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types (eg finger marks, food residues, sprayed graffiti, chewing gum, permanent marker) and surfaces (eg glass, polypropylene, UPVC, brickwork, painted surfaces, concrete, aluminium, door furniture).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. If the Assessor adopts the role of the supervisor, the learner may report any problems with equipment or the ordering of replacement resources through them.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning. If so, then the additional discussion in the work schedule assignment wouldn't be required.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Case studies/scenarios/work schedules identifying areas to be cleaned with specific issues to be addressed.</p> <p>Written and oral questioning which should be recorded.</p>
1.3, 2.3, 2.5, 3.2, 3.4, 3.6	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 07 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.5, 1.10, 2.8, 2.10, 3.3, 3.5	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in cleaning glazed surfaces and facades, by designing an information sheet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • why equipment should be returned in good order to storage areas and what to do about damaged or deteriorating surfaces • the consequences if the chemicals or equipment are not used correctly • why it's important to minimise inconvenience to others when cleaning • how to dispose of waste correctly • what to do in an emergency. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information sheet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion should be recorded.</p>

Unit 08 Cleaning of high risk areas (controlled environments) (H/502/2284)

Unit summary	In this unit, the learner will prepare for and carry out cleaning of high risk areas, taking care to prevent the spread of infection. They'll check their cleaning and resources afterwards.
Guided learning hours	32
Credit value	4
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC209 Clean high risk areas

The learner will:

- 1 Be able to prepare for cleaning of high risk areas

The learner can:

- 1.1 Describe different types of high risk area
- 1.2 Explain the purpose of a work schedule
- 1.3 Explain the importance of having procedures for entering and leaving high risk areas
- 1.4 Explain the importance of thorough preparation before cleaning
- 1.5 Assess the area before cleaning
- 1.6 Describe how to prepare work areas
- 1.7 Explain the process for reporting damaged or deteriorating surfaces
- 1.8 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.9 Select correct cleaning method, equipment and materials to use
- 1.10 Outline the safe use of cleaning agents and chemicals in a high risk area
- 1.11 Explain the importance of following manufacturers' recommendations and instructions
- 1.12 List personal protective equipment for cleaning high risk areas
- 1.13 Explain the importance of locating facilities for conducting cleaning

The learner will:

- 2 Be able to carry out cleaning in high risk areas

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 State signage required for high risk areas
- 2.3 Use correct cleaning methods for high risk areas
- 2.4 Describe correct cleaning methods for high risk areas
- 2.5 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.6 Describe procedures that can be taken to minimise inconvenience

Unit 08 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)

The learner will:

- 3 Be able to prevent the spread of infection

The learner can:

- 3.1 Explain the importance of hand hygiene in a high risk area
 3.2 Describe the procedures for reporting conditions that may cause infection in high risk areas
 3.3 Explain why damaged items of furniture or equipment may pose a risk
 3.4 Describe procedures for reporting unidentifiable soiling

The learner will:

- 4 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 4.1 Explain the importance of checking area and items after cleaning
 4.2 Check cleaning and take any necessary actions
 4.3 Describe the procedures for reporting damage to equipment and premises
 4.4 Explain why equipment and materials should be returned in good order to a secure storage area
 4.5 Return equipment in good order to storage areas
 4.6 Describe how to dispose of waste correctly
 4.7 Dispose of waste correctly
 4.8 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.13, 2.1–2.6, 3.1–3.4, 4.1–4.8	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check cleaning of high risk areas, minimising the risk of infection.	Learner report(s). Written or oral questioning which should be recorded.

Unit 08 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1– 1.13, 2.1–2.6, 3.1–3.4, 4.1–4.8	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking cleaning of high risk areas.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Case study/scenario/work schedule.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
1.1, 1.3, 1.7, 2.5, 2.6, 3.1–3.4, 4.3, 4.6	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in cleaning a high risk area, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • procedures for entering and leaving high risk areas, including hand hygiene • how to report conditions that may cause infection • how to report unidentifiable soiling • how to dispose of waste correctly. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 08 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.2, 1.4–1.6, 1.8– 1.12, 2.1, 2.4	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning interiors and washrooms.</p> <p>The work schedule for the cleaning of high risk areas should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types (eg dust and debris, body fluids, sharps, contaminated laundry, spilt liquids) and surfaces (eg soft floor, semi hard or hard floor, bed and bedding, hand basin, toilet, waste containers, hazardous waste containers, hand wash dispensers) and the methods and materials to use in each case. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>Learners could be provided with a template and given a context in which the cleaning of high risk controlled environments may take place, such as a clinical environment where the learner works in a medical high risk area (patient's room in a hospital, nursing home or rehabilitation centre, first aid room).</p>	<p>Work schedule/case study/scenario.</p> <p>Written oral questioning which should be recorded.</p>

Unit 08 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.5, 1.9, 2.3, 4.2, 4.7	<p>Learners need to demonstrate they can use the correct cleaning methods, including surface treatments, return equipment in good order and dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, ordering resources where required.</p> <p>The Assessor should observe the learner in a high risk controlled environment with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types (eg dust and debris, body fluids, sharps, contaminated laundry) and surfaces (eg soft floor, semi hard or hard floor, bed and bedding, hand basin, toilet, waste containers, hazardous waste containers, hand wash dispensers).</p> <p>Soil types, including body fluids, sharps and contaminated laundry, must be simulated, other than where relevant to the learner's usual working practices.</p> <p>It'd be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. If the Assessor adopts the role of the supervisor, the learner may report any problems with equipment or the ordering of replacement resources through them. Through questioning, the Assessor can establish if the learner understands why equipment should be returned in good order to storage areas and what to do about damaged or deteriorating surfaces, equipment and premises. In addition, they can confirm the individual's appreciation as to why the location for conducting cleaning is important and which signage to use when working.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning. If so, then the additional discussion in the work schedule assignment wouldn't be required.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p>

1.5, 1.9, 2.3, 4.5, 4.7	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
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Unit 09 Cleaning of interiors and washrooms (K/502/2285)

Unit summary	In this unit, the learner will prepare for and carry out cleaning of interiors and washrooms, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC208 Clean washrooms and replenish supplies

The learner will:

- 1 Be able to prepare for cleaning of interiors and washrooms

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area and items to be cleaned
- 1.4 Describe how to prepare work areas
- 1.5 Explain the process for reporting damaged or deteriorating surfaces
- 1.6 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.7 Select correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.8 Explain the importance of following manufacturers' recommendations and instructions
- 1.9 List personal protective equipment for cleaning of interiors and washrooms
- 1.10 Explain the importance of colour coding when cleaning washrooms and kitchens

The learner will:

- 2 Be able to carry out cleaning of interiors and washrooms

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Use correct cleaning methods for interiors and washrooms
- 2.3 Explain the importance of cleaning to prescribed standards
- 2.4 Explain the consequences of using incorrect solutions, equipment and cleaning methods
- 2.5 Explain the importance of completing work in a timely manner
- 2.6 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.7 Describe procedures that can be taken to minimise inconvenience

Unit 09 Cleaning of interiors and washrooms (K/502/2285) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 3.2 Check cleaning of interiors and washrooms and take any necessary action
 3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
 3.4 Explain the importance of returning all items after cleaning to their original position
 3.5 Return items to their original position
 3.6 Explain why equipment and materials should be returned in good order to a secure storage area
 3.7 Return equipment in good order to storage areas
 3.8 Describe how to dispose of waste correctly
 3.9 Dispose of waste correctly
 3.10 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1–2.7, 3.1– 3.10	Learners could produce one or more written report(s) or be given oral/written questions which demonstrates an understanding of how to prepare for, and the necessary procedures to take when carrying out and checking, cleaning of interiors and washrooms.	Learner report(s) written or oral questioning which should be recorded. Case studies/scenarios/work schedules identifying areas to be cleaned with specific issues to be addressed.
1.1– 1.10, 2.1–2.7, 3.1– 3.10	Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking cleaning of interiors and washrooms. Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed. Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning	Group/professional discussion and written/oral questioning which should be recorded. Video/audio of learners' professional discussion which should be recorded.

	could be recorded by video or audio means and feedback added by the Assessor.	
1.1, 1.2, 1.4, 1.6–1.9, 2.1, 2.3, 2.5, 3.1	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning interiors and washrooms.</p> <p>The work schedule for the cleaning of interiors and washrooms should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types (eg dust and debris, grease, body fluids, lime scale) and surfaces (eg semi hard or hard floor, hand basin, toilet, shower, shower cubicle/curtain, waste containers, chromed surfaces, hand wash dispensers) and the methods and materials to use in each case. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>Learners could be provided with a template and given a context in which the cleaning of interiors and washrooms may take place, such as an office block, local government building or hotel/motel.</p>	Case study/scenario/work schedule with written and oral questioning which should be recorded.
1.5, 1.10, 2.4, 2.6, 2.7, 3.3, 3.10	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in cleaning interiors and washrooms, by designing an information sheet or booklet to be used with the work schedule or written/oral questioning.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • how to report damaged or deteriorating surfaces, equipment and premises • which colour coding is used and why it's important • how to dispose of waste correctly • how to re-order and replace resources. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information sheet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 09 Cleaning of interiors and washrooms (K/502/2285) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.7, 2.2, 3.2, 3.9	<p>Learners need to demonstrate that, based on a case study or their workplace or realistic working environment they can assess the area and use the correct cleaning methods, return equipment in good order and dispose of waste correctly. In addition, they must be able to check the cleaning and describe how to address remedial actions where necessary. Return items to original positions and return equipment in good order to storage areas.</p> <p>The Assessor should observe the learner cleaning interiors and washrooms with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types (eg dust and debris, grease, body fluids, lime scale) and surfaces (eg semi hard or hard floor, hand basin, toilet, shower, shower cubicle/curtain, waste containers, chromed surfaces, hand wash dispensers). If the learners are not based in the workplace and do not have access to a realistic working environment, then they may be assessed by responding to the requirements specified in the case study/scenario/work schedule.</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning, the Assessor can establish the learner's understanding of the importance of returning items to their original positions and equipment to the storage areas.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic working environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Written/oral questioning using audio to record learners' answers.</p>
2.2, 3.2, 3.5, 3.7, 3.9	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

2.2	The case study/scenario/work schedule should enable the learner to describe the correct cleaning methods to be used for interiors and washrooms and should specify which areas and fittings need cleaning and the nature of the soil type.	Written or oral questioning which should be recorded. Video/audio of learners' professional discussion which should be recorded.
3.2	The case study/scenario/work schedule should require the learner to explain the process of checking interiors and washrooms and the actions to take where necessary.	Written or oral questioning which should be recorded. Video/audio of learners' professional discussion which should be recorded.
3.5	The case study/scenario/work schedule should require the learner to describe how to return items to their original place.	Written or oral questioning which should be recorded. Video/audio of learners' professional discussion which should be recorded.
3.7	The case study/scenario/work schedule should require the learner to explain why the equipment should be returned in good order to the storage area	Written or oral questioning which should be recorded. Video/audio of learners' professional discussion which should be recorded.
3.9	The case study should require the learner to explain how to dispose of waste correctly.	Written or oral questioning which should be recorded. Video/audio of learners' professional discussion which should be recorded.

Unit 10 Cleaning of specialist electronic equipment (M/502/2286)

Unit summary	In this unit, the learner will prepare for and carry out cleaning of specialist electronic equipment, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for cleaning of specialist electronic equipment

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area and items to be cleaned
- 1.4 Describe how to prepare work areas
- 1.5 Explain the process for reporting damaged or deteriorating surfaces
- 1.6 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.7 Select correct cleaning method, equipment and materials to use
- 1.8 Explain the importance of following industry specific recommendations and instructions when cleaning specialist electronic equipment
- 1.9 State the possible consequences of not following instructions when dealing with specialist electronic equipment
- 1.10 List personal protective equipment (PPE) for cleaning of specialist electronic equipment

The learner will:

- 2 Be able to carry out cleaning of specialist electronic equipment

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Use correct cleaning methods for specialist electronic equipment
- 2.3 Describe correct cleaning methods for specialist electronic equipment
- 2.4 Explain the importance of cleaning to prescribed standards
- 2.5 Explain the consequences of using incorrect solutions, equipment and cleaning methods
- 2.6 Explain the importance of completing work in a timely manner
- 2.7 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.8 Describe procedures that can be taken to minimise inconvenience

Unit 10 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 3.2 Check cleaning and take necessary actions
 3.3 Describe the procedures for reporting accidental damage to equipment
 3.4 Explain the importance of returning all items after cleaning to their original position
 3.5 Return items to their original position
 3.6 Explain why equipment and materials should be returned in good order to a secure storage area
 3.7 Return equipment in good order to storage areas
 3.8 Describe how to dispose of waste correctly
 3.9 Dispose of waste correctly
 3.10 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1–2.8, 3.1– 3.10	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check cleaning of specialist electronic equipment.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.10, 2.1–2.8, 3.1– 3.10	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking cleaning of specialist electronic equipment.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Work schedule, case study/scenario.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 10 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1, 1.2, 1.4, 1.6–1.10, 2.1, 2.3, 2.4, 2.6, 3.1	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning specialist electronic equipment.</p> <p>The work schedule for the cleaning specialist electronic equipment should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types and other issues (eg grease, beverage spillages, dust, toner, pen marks, machines left switched on, open CD drawers, attached memory sticks). Also, it should identify various surfaces (eg monitors, computer mice, printers, telephones, fax machines, photocopiers, computer desktops or laptops, keyboards, EFTPOS equipment and tills) and the cleaning methods to use depending on soil type and other issues.</p> <p>Learners could be provided with a template and given a context in which the cleaning of specialist electronic equipment may take place, such as an office, school or retail outlet.</p>	<p>Work schedule/case study/scenario.</p> <p>Written or oral questions which should be recorded.</p>

Unit 10 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.7, 2.2, 3.2, 3.5, 3.7, 3.9	<p>Learners need to demonstrate they can assess the area and use the correct cleaning methods, return equipment in good order and dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, return items to original positions and return equipment in good order to storage areas.</p> <p>The Assessor should observe the learner cleaning specialist electronic equipment with enough scope to be able to address the assessment criteria as outlined above. Additionally, it should include different soil types and other issues (eg grease, beverage spillages, dust, toner, pen marks, machines left switched on, open CD drawers, attached memory sticks). Also, it should identify various surfaces (eg monitors, computer mice, printers, telephones, fax machines, photocopiers, computer desktops or laptops, keyboards, EFTPOS equipment and tills) and the cleaning methods to use depending on soil type and other issues.</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning, the Assessor can establish the learner's understanding of the importance of returning equipment to the storage areas in good order.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Written or oral questioning which should be recorded.</p>
1.3, 1.7, 2.2, 3.2, 3.5, 3.7, 3.9	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 10 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.5, 2.7, 2.8, 3.3, 3.4, 3.8, 3.10	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as procedures and processes in cleaning specialist electronic equipment, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • how to report damaged or deteriorating surfaces and accidental damage to equipment • what could happen if incorrect solutions or equipment are used • why it's important to minimise inconvenience to others when cleaning and how to do so • why to return all items to their original position • how to dispose of waste correctly • how to re-order and replace resources. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p>

Unit 11 Deep cleaning of internal equipment, surfaces and areas (T/502/2287)

Unit summary	In this unit, the learner will prepare for and carry out deep cleaning of internal equipment, surfaces and areas, checking their cleaning and resources afterwards.
Guided learning hours	32
Credit value	4
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC212 Deep clean equipment and surfaces

The learner will:

- 1 Be able to prepare for deep cleaning of internal equipment, surfaces and areas

The learner can:

- 1.1 Describe what is meant by deep cleaning
- 1.2 Explain the purpose of a work schedule
- 1.3 Explain the importance of thorough preparation before cleaning
- 1.4 Assess the area and items to be cleaned
- 1.5 Describe how to prepare work areas
- 1.6 Explain the process for reporting damaged or deteriorating surfaces
- 1.7 Describe correct cleaning methods, equipment and materials to use for different soil types and surfaces
- 1.8 Select the cleaning method, equipment and materials to use
- 1.9 Explain the importance of pre-testing areas to be cleaned
- 1.10 List the factors that might affect the cleaning method
- 1.11 Explain the importance of isolating appropriate powered equipment before cleaning
- 1.12 Explain the importance of ventilating the work area
- 1.13 List personal protective equipment (PPE) for deep cleaning

Unit 11 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)

The learner will:

- 2 Be able to carry out deep cleaning of internal equipment, surfaces and areas

The learner can:

- 2.1 Explain the importance of cleaning procedures
 2.2 Use correct cleaning methods for deep cleaning internal equipment, surfaces and areas
 2.3 Describe correct cleaning methods for deep cleaning internal equipment, surfaces and areas
 2.4 Explain the importance of removing dust and debris before deep cleaning
 2.5 Use correct procedures for pre-treating an area for heavy soiling or stains
 2.6 Explain the importance of cleaning to prescribed standards
 2.7 Explain the consequences of using incorrect solution, equipment and cleaning methods
 2.8 Explain the importance of completing work in a timely manner
 2.9 Explain the importance of minimising inconvenience to customers, colleagues and the general public
 2.10 Describe procedures that can be taken to minimise inconvenience

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after deep cleaning
 3.2 Check deep cleaning and take any necessary actions
 3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
 3.4 Explain the importance of returning all items after cleaning to their original position in a timely manner
 3.5 State procedures for reinstating rooms
 3.6 Return items to their original position
 3.7 Explain why equipment and materials should be returned in good order to a secure storage area
 3.8 Return equipment in good order to storage areas
 3.9 Describe how to dispose of waste correctly
 3.10 Dispose of waste correctly
 3.11 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.13, 2.1– 2.10, 3.1– 3.11	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check deep cleaning of internal equipment, surfaces and areas.	Learner report(s). Written or oral questioning that should be recorded.

Unit 11 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1– 1.13, 2.1– 2.10, 3.1– 3.11	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking deep cleaning of internal equipment, surfaces and areas.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning, could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
1.2, 1.3, 1.5, 1.7, 1.8, 1.10, 1.11, 1.12, 2.1, 2.3, 2.6, 2.8, 3.1	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when deep cleaning internal equipment, surfaces and areas.</p> <p>The work schedule for the deep cleaning of internal equipment, surfaces and areas should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types (eg grease, various dried liquid spills, paint, chewing gum, lime scale, body fluids, heavy soiling). Also, it should identify various surfaces (eg soft floors, semi hard floors, hard floors, walls, tiling, stainless steel, glazed, fixtures and fittings, soft furnishings, chromed, ceramic, enameled) and the cleaning methods to use depending on soil type. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>Learners could be provided with a template and given a context in which the deep cleaning of internal equipment, surfaces and areas may take place, such as an office block, industrial factory unit, school or retail outlet.</p>	<p>Work schedule/case study/scenario.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 11 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.4, 2.2, 2.5, 3.2, 3.6, 3.8, 3.10	<p>Learners need to demonstrate they can assess the area and use the correct cleaning methods, including pre-treating, return items to their original positions and dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, and return equipment in good order to storage areas.</p> <p>The Assessor should observe the learner's deep cleaning of internal equipment, surfaces and areas with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types (eg grease, various dried liquid spills, paint, chewing gum, lime scale, body fluids, heavy soiling). Also, it should identify various surfaces (eg soft floors, semi hard floors, hard floors, walls, tiling, stainless steel, glazed, fixtures and fittings, soft furnishings, chromed, ceramic, enameled).</p> <p>It'd be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning, the Assessor can establish the learner's understanding of what is meant by 'deep cleaning', and the importance of removing dust and debris before deep cleaning and returning equipment to the storage areas in good order.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Practical activity: observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p>
1.4, 2.2, 2.5, 3.2, 3.6, 3.8, 3.10	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 11 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.6, 1.9, 1.12, 2.7, 2.9, 2.10, 3.3, 3.4, 3.9	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as procedures and processes in deep cleaning of internal equipment, surfaces and areas, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • how to report damaged or deteriorating surfaces, equipment and premises • what could happen if incorrect solutions or equipment are used • why and how to ventilate the work area • why it's important to minimise inconvenience to others when cleaning and how to do so • why and how to pre-test the area to be cleaned • why to return all items to their original position without delay • how to dispose of waste correctly • how to re-order and replace resources. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Case study/scenario/work schedule.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 12 Maintenance and minor repairs of property (A/502/2288)

Unit summary	In this unit, the learner will prepare for and carry out maintenance and minor repairs of property, checking their work and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTPC212 Carry out maintenance and minor repairs

The learner will:

- 1 Be able to prepare for carrying out maintenance and minor repairs

The learner can:

- 1.1 Explain the importance of thorough preparation before starting work
- 1.2 Assess the area and items to be repaired
- 1.3 Describe how to prepare work areas
- 1.4 Describe how environmental conditions affect maintenance and minor repairs
- 1.5 Explain the process for reporting damaged or deteriorating internal and external surfaces
- 1.6 State importance of reporting jobs outside of employees' personal capabilities and remit
- 1.7 Describe safe working practices
- 1.8 Describe correct methods, equipment and materials to use for different types of maintenance and minor repairs
- 1.9 Explain the importance of following manufacturers' recommendations and instructions
- 1.10 List personal protective equipment for different types of maintenance and repairs

The learner will:

- 2 Be able to carry out maintenance and minor repairs

The learner can:

- 2.1 Explain the importance of following recommended procedures
- 2.2 Use appropriate methods for the maintenance and minor repair of fixtures and fittings
- 2.3 Explain the importance of working to the prescribed standards
- 2.4 Explain the consequences of using the wrong equipment and materials
- 2.5 Explain the importance of completing work in a timely manner
- 2.6 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.7 Describe procedures that can be taken to minimise inconvenience

Unit 12 Maintenance and minor repairs of property (A/502/2288) (cont'd)

The learner will:

- 3 Be able to check maintenance and minor repairs and resources and return equipment and items

The learner can:

- 3.1 Explain importance of checking area and items after maintenance and minor repairs
 3.2 Check maintenance and minor repairs and take any necessary action
 3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
 3.4 Return items to their original position
 3.5 Explain why equipment and materials should be returned in good order to a secure storage area
 3.6 Return equipment in good order to storage areas
 3.7 Describe how to dispose of waste correctly
 3.8 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1–2.7, 3.1–3.8	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking maintenance and minor repairs of property.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	Group/professional discussion and written/oral questioning which should be recorded.

Unit 12 Maintenance and minor repairs of property (A/502/2288) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1, 1.3, 1.10, 2.1–2.7, 3.1, 3.3, 3.5, 3.7, 3.8	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when carrying out maintenance and minor repairs of property.</p> <p>Operatives involved in carrying out maintenance and minor repairs of property may have to cover a wide range of tasks that may differ from day to day. Sometimes, they'll be involved in a manual check of the premises to establish remedial issues that should be resolved. Often, they'll receive notification from a supervisor or be contacted by an internal or external customer regarding a problem.</p> <p>Learners could be provided with a choice of possible issues (eg broken tile in washroom, leaking tap, broken window, blocked drains, icy paths, cracked toilet seat, littering, graffiti, missing carpet tile, sticking door or window) and then prioritise the tasks that need to be completed and the correct methods to be employed, as well as the equipment, materials and personal protective equipment (PPE) to be used. They could describe their approach in a written account or use a template provided by the Assessor. The learner should take account of how the impact of environmental factors, such as adverse weather conditions, damp, cold, heat or darkness, could affect the carrying out of work and the quality of the outcomes.</p>	<p>Learner report(s).</p> <p>Written or oral questioning which should be recorded.</p> <p>Case study/scenario and work schedule.</p>

Unit 12 Maintenance and minor repairs of property (A/502/2288) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.5, 1.7, 2.4, 2.6, 2.7, 3.3, 3.7, 3.8	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as procedures and processes when carrying out maintenance and minor repairs of property, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • how to report damaged or deteriorating surfaces, equipment and premises • what could happen if incorrect equipment or materials are used • a description of safe working practices • why it's important to minimise inconvenience to others when cleaning and how to do so • how to dispose of waste correctly • how to re-order and replace resources • why and how to refer jobs that they cannot or should not do. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 12 Maintenance and minor repairs of property (A/502/2288) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.8, 1.10, 2.2, 3.1, 3.2	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct equipment to use when carrying out minor repairs and maintenance of property.</p> <p>The work schedule should outline the range of tasks learners involved in carrying out maintenance and minor repairs of property may have to cover, such as broken tile in washroom, leaking tap, broken window, blocked drains, icy paths, cracked toilet seat, littering, graffiti, missing carpet tile, sticking door or window and so on.</p> <p>An approximate timing for each of the tasks should be given, as well as the order in which they should be carried out.</p> <p>Learners could be provided with a template and given a context in which the maintenance or minor repair may take place, such as an office block, industrial factory unit, school or retail outlet.</p>	<p>Work schedule.</p> <p>Case study/scenario.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
1.2, 2.2, 3.2, 3.4, 3.6	<p>Learners need to demonstrate that they can assess the area and use the appropriate methods to maintain or repair, return items to their original positions and dispose of waste correctly. In addition, they must be able to check the repair and address remedial actions where necessary, and return equipment in good order to storage areas.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of referring some jobs to others, following manufacturers' instructions, recommended procedures, standards of workmanship, timely completion and checking the area after maintenance or minor repairs.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p>
1.2, 2.2, 3.2, 3.4, 3.6	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 13 Manual street cleaning (F/502/2289)

Unit summary	In this unit, the learner will prepare for and carry out manual street cleaning and maintain waste collection points, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC218 Perform street cleansing manually

The learner will:

- 1 Be able to prepare for manual street cleaning

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area to be cleaned
- 1.4 List the equipment and materials required for manual street cleaning
- 1.5 Select the correct equipment for the type of litter and surface
- 1.6 List personal protective equipment for manual street cleaning
- 1.7 Describe appropriate actions to take to reduce risks to health and safety
- 1.8 Explain the importance of working safely with regard to members of the public
- 1.9 Check equipment before starting cleaning
- 1.10 State why it is important to secure mobile equipment

The learner will:

- 2 Be able to carry out manual street cleaning

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Use correct cleaning methods to clean streets manually
- 2.3 Describe correct cleaning methods for cleaning streets manually
- 2.4 Explain the importance of cleaning to prescribed standards
- 2.5 List types of litter that should be segregated
- 2.6 Outline procedures for dealing with segregated litter
- 2.7 State the importance of the location of containers provided for litter
- 2.8 Describe procedures for emptying containers
- 2.9 Explain the importance of completing work in a timely manner
- 2.10 Explain the importance of minimising inconvenience to the general public

Unit 13 Manual street cleaning (F/502/2289) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, maintain waste collection points and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 3.2 Check street cleaning and take any necessary actions
 3.3 Describe procedures for dealing with different types of debris and detritus
 3.4 Operate equipment used at waste collection points safely
 3.5 Describe how to identify containers that need replacing
 3.6 State procedures for reporting problems
 3.7 Explain why equipment and material should be returned in good order to a secure storage area
 3.8 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1– 2.10, 3.1–3.8	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check manual street cleaning.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.10, 2.1– 2.10, 3.1–3.8	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking manual street cleaning.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Work schedule.</p> <p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 13 Manual street cleaning (F/502/2289) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1, 1.2, 1.4–1.8, 2.1, 2.3, 2.7–2.9, 3.1, 3.5	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when manual street cleaning.</p> <p>The work schedule for the manual street cleaning should include the cleaning procedures, equipment, materials and personal protective equipment (PPE) required. Additionally, it should outline different areas (eg flat asphalt pavement, uneven slabbed pavement, footpaths, gutters, grassed areas, planted areas, waste bins) and issues (eg general debris, rubbish, waste bins, body fluids, sharps, glasses and bottles, fly tipping items, animal waste) and the combination of methods and materials to use in each case.</p> <p>Learners could be provided with a template and given a context in which the manual street cleaning may take place, outlining the scale of the route as well as types of buildings and retail outlets.</p>	<p>Work schedule.</p> <p>Case study/scenario.</p> <p>Written or oral questioning which should be recorded.</p>
1.10, 2.5, 2.6, 2.10, 3.3, 3.6–3.8	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in manual street cleaning, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • why and how to secure mobile equipment while working • which litter should be segregated and how to do so • why it's important to minimise inconvenience to the general public • the procedures for dealing with different types of debris and rubbish • why and how to return equipment and materials to a secure area • how to re-order and replace resources • how to report problems. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p>

Unit 13 Manual street cleaning (F/502/2289) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.9, 2.2, 3.2, 3.4	<p>Learners need to demonstrate they can assess the area and check the equipment prior to cleaning, use the correct cleaning methods and operate equipment at waste collection points safely. In addition, they must be able to check the street cleaning and address remedial actions where necessary.</p> <p>The Assessor should observe the learner manual street cleaning with enough scope to be able to address the assessment criteria as outlined above. The area should include different areas (eg flat asphalt pavement, uneven slabbed pavement, footpaths, gutters, grassed areas, planted areas, waste bins) and issues (eg general debris, rubbish, waste bins, body fluids, sharps, glasses and bottles, fly tipping items, animal waste).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning, the Assessor can establish the learner's understanding of the importance of cleaning to prescribed standards.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, working safely with members of the public, locating litter containers on the route, timely completion, checking the area is safe after cleaning and actions to reduce risks to health and safety.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p>
1.3, 1.5, 1.9, 2.2, 3.2, 3.4	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 14 Mechanical street cleaning (T/502/2290)

Unit summary	In this unit, the learner will prepare for and carry out mechanical street cleaning, checking their cleaning and resources afterwards.
Guided learning hours	32
Credit value	4
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC219 Perform street cleansing by machine

The learner will:

- 1 Be able to prepare for mechanical street cleaning

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area to be cleaned
- 1.4 List equipment and materials required for mechanical street cleaning
- 1.5 Select the appropriate equipment for the type of litter and surface
- 1.6 List personal protective equipment for mechanical street cleaning
- 1.7 Describe appropriate actions to take to reduce risks to health and safety
- 1.8 Explain the legal and organisational guidelines with regard to using mechanical equipment
- 1.9 Check equipment before starting cleaning

The learner will:

- 2 Be able to carry out mechanical street cleaning

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Use correct cleaning methods for mechanical street cleaning
- 2.3 Describe correct cleaning methods for mechanical street cleaning
- 2.4 Operate the mechanical equipment in a safe and responsible manner
- 2.5 State the procedures for reporting potentially hazardous litter and detritus
- 2.6 State the procedure to be followed for vehicle faults

Unit 14 Mechanical street cleaning (T/502/2290) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, transfer waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 3.2 Check street cleaning and take any necessary actions
 3.3 Describe procedures for dealing with different types of spillages
 3.4 State procedures for reporting problems
 3.5 Transfer collected waste correctly
 3.6 Describe importance of reporting completion of work
 3.7 Use appropriate methods to clean vehicles and mechanical equipment after use
 3.8 Explain why equipment and material should be returned in good order to a secure storage area
 3.9 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.9, 2.1–2.6, 3.1–3.9	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check mechanical street cleaning.	Learner report(s). Written or oral questioning which should be recorded.
1.1–1.9, 2.1–2.6, 3.1–3.9	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking mechanical street cleaning.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 14 Mechanical street cleaning (T/502/2290) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1, 1.2, 1.4–1.7, 2.1, 2.3, 3.1, 3.6, 3.8	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when mechanical street cleaning.</p> <p>The work schedule for the mechanical street cleaning should include the cleaning procedures, equipment, materials and personal protective equipment (PPE) required. Additionally, it should outline different areas (eg flat asphalt pavement, uneven slabbed pavement, footpaths, gutters, grassed areas, planted areas, pedestrianised areas) and issues (eg general debris, impacted or dried on detritus, rubbish, waste bins, body fluids, sharps, glasses and bottles, fly tipping items, animal waste) and the method/materials to use in each case.</p> <p>Learners could be provided with a template and given a context in which the mechanical street cleaning may take place, outlining the scale of the route as well as types of buildings and retail outlets or business premises.</p>	Work schedule/case study/scenario.
1.8, 2.5, 2.6, 3.3, 3.4, 3.9	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in mechanical street cleaning, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • an explanation of legal and organisational guidelines for using mechanical equipment • how to report hazardous litter such as sharps • what to do if the vehicle develops a fault • how to deal with different spillages such as chemical or body fluids • how to report problems • how to re-order and replace resources. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 14 Mechanical street cleaning (T/502/2290) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.5, 1.9, 2.2, 2.4, 3.2, 3.5, 3.7	<p>Learners need to demonstrate they can assess the area and check the equipment prior to cleaning, use the correct cleaning methods, operate mechanical equipment safely, transfer the collected waste correctly and clean vehicles and equipment using appropriate methods. In addition, they must be able to check the street cleaning and address remedial actions where necessary.</p> <p>The Assessor should observe the learner mechanical street cleaning with enough scope to be able to address the assessment criteria as outlined above. The area should include different areas (eg flat asphalt pavement, uneven slabbed pavement, footpaths, gutters, grassed areas, planted areas, pedestrianised areas) and issues (eg general debris, impacted or dried on detritus, rubbish, waste bins, body fluids, sharps, glasses and bottles, fly tipping items, animal waste).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, reporting timely completion of work, checking the area is safe after cleaning and why the equipment and material should be returned in good order to a secure area.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p>
1.3, 1.5, 1.9, 2.2, 2.4, 3.2, 3.5, 3.7	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 15 Periodic cleaning of hard and semi hard floors (J/502/2293)

Unit summary	In this unit, the learner will prepare for and carry out cleaning of hard and semi hard floors. They'll apply a protective coating and check their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC213 Clean, maintain and protect hard floors

The learner will:

- 1 Be able to prepare for cleaning of hard and semi hard floors

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area and items to be cleaned
- 1.4 Describe how to prepare work areas
- 1.5 Explain the process for reporting damaged or deteriorating surfaces
- 1.6 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.7 Select correct cleaning method, equipment and materials to use for periodic cleaning
- 1.8 Explain the importance of following manufacturers' recommendations and instructions
- 1.9 List personal protective equipment for periodic cleaning of hard and semi hard floors
- 1.10 Explain importance of pre-testing areas to be cleaned

The learner will:

- 2 Be able to carry out cleaning of hard and semi hard floors

The learner can:

- 2.1 State reasons for removing dust and debris before periodic cleaning
- 2.2 Define the term neutralise when cleaning hard and semi hard floors
- 2.3 Explain the importance of leaving floors clean, dry and neutral
- 2.4 Use correct cleaning methods for hard and semi hard floors
- 2.5 Describe cleaning methods for hard and semi hard floors
- 2.6 Explain the importance of cleaning to prescribed standards
- 2.7 Explain the consequences of using incorrect solutions, equipment and cleaning methods
- 2.8 Explain the importance of completing work in a timely manner
- 2.9 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.10 Describe procedures that can be taken to minimise inconvenience

Unit 15 Periodic cleaning of hard and semi hard floors (J/502/2293) (cont'd)

The learner will:

- 3 Be able to apply protective coating to hard and semi hard floors

The learner can:

- 3.1 Describe types of protective coatings
 3.2 Describe the correct application of different types of protective coating
 3.3 Explain the importance of following manufacturers' instructions for different types of protective coating
 3.4 Use correct methods for applying protective coatings

The learner will:

- 4 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 4.1 Explain the importance of checking area and items after cleaning
 4.2 Check periodic cleaning and take any necessary actions
 4.3 Describe the procedures for reporting damaged or deteriorating surfaces
 4.4 Explain the importance of returning all items after cleaning to their original position in a timely manner
 4.5 State procedures for reinstating rooms
 4.6 Return items to original positions
 4.7 Explain why equipment and materials should be returned in good order to a secure storage area
 4.8 Return equipment in good order to storage areas
 4.9 Describe how to dispose of waste correctly
 4.10 Dispose of waste correctly
 4.11 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1– 2.10, 3.1–3.4, 4.1– 4.11	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check the cleaning of hard and semi hard floors.	Learner report(s). Written or oral questioning which should be recorded.

Unit 15 Periodic cleaning of hard and semi hard floors (J/502/2293) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1– 2.10, 3.1–3.4, 4.1– 4.11	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking the cleaning of hard and semi hard floors.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Case study/scenario/work schedule.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
1.1, 1.2, 1.4, 1.6–1.9, 2.1, 2.3, 2.5, 2.6, 2.8, 3.3, 3.4, 4.1	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when periodically cleaning hard and semi hard floors.</p> <p>The work schedule for the periodic cleaning of hard and semi hard floors should include the cleaning methods, equipment, materials and personal protective equipment (PPE) required. Additionally, it should outline different surfaces (eg linoleum, hardwood, semi hard wood, concrete, vinyl, marble, safety flooring) and issues (eg stripping, neutralising, resealing, recoating) and the methods and protective coatings to use in each case. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>Learners could be provided with a template and given a context in which the periodic cleaning of hard and semi hard floors may take place, such as a retail outlet, office complex or public sector building.</p>	<p>Work schedule/case study/scenario and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 15 Periodic cleaning of hard and semi hard floors (J/502/2293) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.5, 1.10, 2.2, 2.7, 2.9, 2.10, 3.1, 4.3–4.5, 4.9	<p>Learners can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in periodic cleaning of hard and semi hard floors, by designing an information leaflet or booklet to be used with the work schedule.</p> <p>The information could cover individual or multiple assessment criteria, and focus on areas such as:</p> <ul style="list-style-type: none"> • how to report damaged or deteriorating surfaces • what could happen if incorrect solutions, equipment or methods are used • why it's important to minimise inconvenience to others when cleaning and how to do so • why and how to pre-test the area to be cleaned • an explanation of the term 'neutralise' • a list of types of protective coatings and their usage • the procedures for reinstating the area • why they should return all items to their original position without delay • how to dispose of waste correctly. <p>The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. Criteria not covered in this assignment but signposted to the assessment criteria could be addressed via questioning. If this is in a group context, witness testimony should be provided verifying that individual contributions meet the requirements.</p>	<p>Information leaflet or booklet.</p> <p>Written or oral questioning which should be recorded.</p> <p>Case study/scenario/work schedule.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 15 Periodic cleaning of hard and semi hard floors (J/502/2293) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.7, 2.4, 3.4, 4.2, 4.6, 4.8, 4.10	<p>Learners need to demonstrate they can use the correct methods to assess the area to be cleaned, employ the right methods, including the application of protective coatings, return items to their original position and return equipment in good order, as well as dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, ordering resources if required.</p> <p>The Assessor should observe the learner in an area with enough scope to be able to address the assessment criteria as outlined above. The area should include different surfaces (eg linoleum, hardwood, semi hard wood, concrete, vinyl, marble, safety flooring) and issues (eg stripping, neutralising, resealing, recoating).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. In addition, the Assessor could question the learner with regard to the correct application of protective coatings not observed and why equipment should be returned in good order to the designated storage point.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, removing dust and debris prior to cleaning, following manufacturers' instructions for materials and protective coatings, leaving floors clean, dry and neutral, meeting agreed standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p>
1.3, 1.7, 2.4, 3.4, 4.2, 4.6, 4.8, 4.10	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 16 Periodic cleaning of soft floors and furnishings (L/502/2294)

Unit summary	In this unit, the learner will prepare for and carry out cleaning of soft floors and furnishings, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC214 Clean and maintain soft floors and furnishings

The learner will:

- 1 Be able to prepare for cleaning of soft floors and furnishings

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area and items to be cleaned
- 1.4 Describe how to prepare work areas
- 1.5 Explain the process for reporting damaged or deteriorating surfaces
- 1.6 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces
- 1.7 Select correct cleaning method, equipment and materials to use for periodic cleaning
- 1.8 Explain the importance of following manufacturers' recommendations and instructions
- 1.9 List personal protective equipment for periodic cleaning of soft floors and furnishings
- 1.10 State procedures for pre-testing areas to be cleaned
- 1.11 Explain importance of pre-testing areas to be cleaned

The learner will:

- 2 Be able to carry out cleaning of soft floors and furnishings

The learner can:

- 2.1 State reasons for removing dust and debris before periodic cleaning
- 2.2 Explain how and when to pre-treat an area for heavy soiling or stains
- 2.3 State materials which are colourfast and shrink-resistant
- 2.4 Use correct cleaning methods for soft floors and furnishings
- 2.5 Describe cleaning methods for soft floors and furnishings
- 2.6 Explain the importance of cleaning to prescribed standards
- 2.7 Explain the consequences of using incorrect solutions, equipment and cleaning methods
- 2.8 Explain the importance of completing work in a timely manner
- 2.9 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.10 Describe procedures that can be taken to minimise inconvenience

Unit 16 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
 3.2 Check periodic cleaning and take any necessary actions
 3.3 Describe the procedures for reporting damaged or deteriorating surfaces
 3.4 Explain the importance of returning all items after cleaning to their original position in a timely manner
 3.5 State procedures for reinstating rooms
 3.6 Return items to original positions
 3.7 Explain why equipment and materials should be returned in good order to a secure storage area
 3.8 Return equipment in good order to storage areas
 3.9 Describe how to dispose of waste correctly
 3.10 Dispose of waste correctly
 3.11 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1– 1.11, 2.1– 2.10, 3.1– 3.11	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check the cleaning of soft floors and furnishings.	Learner report(s). Written or oral questioning which should be recorded.

Unit 16 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1– 1.11, 2.1– 2.10, 3.1– 3.11	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking the cleaning of soft floors and furnishings.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
1.1, 1.2, 1.4, 1.6– 1.10, 2.1, 2.5, 2.6, 2.8, 3.1	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when periodic cleaning of soft floors and furnishings.</p> <p>The work schedule for the periodic cleaning of soft floors and furnishings should include the cleaning methods, equipment, materials (such as pre-treatments/stain removers) and personal protective equipment (PPE) required. Additionally, it should outline different surfaces (eg carpets, furnishings and curtains in natural, synthetic, natural/synthetic mix or leather materials) and soiling/issues (eg ink stain, body fluids, lipstick, coffee, glue, chewing gum, food stains, oil based stains), summarising the methods (including pre-testing) and chemicals to use in each case. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>The learner could be provided with a template and given a context in which the periodic cleaning of soft floors and furnishings may take place, such as a hotel or care home.</p>	<p>Work schedule/case study/scenario.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 16 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.7, 2.4, 3.2, 3.6, 3.8	<p>Learners need to demonstrate they can use the correct methods to assess the area to be cleaned, employ the right methods, including pre-testing and pre-treating, return items to their original position and return equipment in good order, as well as dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary, ordering resources if required.</p> <p>The Assessor should observe the learner in an area with enough scope to be able to address the assessment criteria as outlined above. The area should include different surfaces (eg carpets, furnishings and curtains in natural, synthetic, natural/synthetic mix or leather materials) and soiling/issues (eg ink stain, body fluids, lipstick, coffee, glue, chewing gum, food stains, oil based stains).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. In addition, the Assessor could question the learner with regard to the correct application of protective coatings not observed and why equipment should be returned in good order to the designated storage point.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, removing dust and debris prior to cleaning, following manufacturers' instructions, meeting agreed standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
1.3, 1.7, 2.4, 3.2, 3.6, 3.8, 3.10	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 17 Working safely at heights in the cleaning and support services industry (R/502/2295)

Unit summary	In this unit, the learner will prepare for and work safely at heights.
Guided learning hours	32
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for working at heights

The learner can:

- 1.1 Describe how the Health and Safety at Work Act supports and regulates working practices
- 1.2 Describe risks associated with working at heights
- 1.3 Carry out a risk assessment
- 1.4 Describe how to carry out a risk assessment
- 1.5 Describe procedures for reporting risks
- 1.6 Explain the importance of control measures and the need for compliance
- 1.7 Outline industry guidance for working at heights

The learner will:

- 2 Be able to work safely at heights

The learner can:

- 2.1 Explain the importance of safe working practices
- 2.2 List personal protective equipment for working at heights
- 2.3 Explain correct procedures for carrying and handling objects
- 2.4 Use fall protection equipment correctly
- 2.5 Describe the correct use of fall protection equipment
- 2.6 Explain the importance of complying with an organisation's policies and procedures

Unit 17 Working safely at heights in the cleaning and support services industry (R/502/2295) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.7, 2.1, 2.2, 2.6	<p>Learners need to demonstrate an understanding of the importance of preparing for and working safely at heights.</p> <p>The learner could be provided with a template for the risk assessment and given a context in which the working at heights may take place. Alternatively, the Assessor could provide a detailed scenario with specific risks included in the general description of the work schedule and area. Another option would be to look at a case study regarding a worker in the cleaning and support services industry who works safely at heights, and carry out a risk assessment based on their environment and tasks.</p> <p>The learner may use any risk rating or format that is suitable, but should be clear as to the hazards and risks and the control measures to employ to minimise the risk rating.</p>	<p>Risk assessment with presentation.</p> <p>Written or oral questioning which should be recorded.</p> <p>Case study/scenario/work schedule.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 17 Working safely at heights in the cleaning and support services industry (R/502/2295) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1–1.7, 2.1, 2.2, 2.6	<p>Learners could present their risk assessment and supporting information to others (for example, the Assessor, a colleague or group of other learners). The presentation should include topics relevant to the assessment criteria, which could include:</p> <ul style="list-style-type: none"> • how they carried out the risk assessment • how to report risk in the workplace • the importance of control measures • which personal protective equipment (PPE) is required • the role of the Health and Safety at Work Act • industry guidance for working at heights • the importance of safe working practices and complying with organisational policies and procedures. <p>An Assessor witness statement could evidence the presentation and supplement any notes or slides prepared by the learner. Alternatively, the presentation could be recorded by video or audio means and feedback added by the Assessor in the context of the assessment criteria.</p>	<p>Presentation.</p> <p>Audio or video recording of presentation.</p> <p>Case study/scenario</p> <p>Video/audio of learners' presentation.</p>
2.4	<p>Learners need to demonstrate they can use fall protection equipment correctly. The Assessor should observe the learner in an area with enough scope to be able to address the assessment criteria as outlined above.</p> <p>It would be appropriate to allow the learner to have a selection of fall protection equipment and PPE from which to select the most suitable types. In addition, the Assessor could question the learner with regard to the correct procedures for carrying and handling objects and clarify that they understand the correct use of the fall protection equipment.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of control measures, how to report risk in the workplace, industry guidance for working at heights or the importance of safe working practices and complying with organisational policies and procedures.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Written or oral questioning which should be recorded.</p>

1.3, 2.4	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
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Unit 18 Cleaning with water fed pole systems (Y/502/2296)

Unit summary	In this unit, the learner will prepare for and carry out cleaning with water fed pole systems, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional
NOS mapping	ASTC221 Use a water fed pole system to clean windows and facades

The learner will:

- 1 Be able to prepare for cleaning with water fed pole systems

The learner can:

- 1.1 Describe ways to reduce risks when working with water fed poles
- 1.2 State the importance of using control measures derived from a risk assessment
- 1.3 Explain the effects of different payloads on vehicles used in cleaning with water fed pole systems, including overloading
- 1.4 Assess the area to be cleaned
- 1.5 Select correct cleaning methods and materials for water fed pole systems
- 1.6 Describe correct cleaning methods, equipment and materials for different soil types and surfaces
- 1.7 List personal protective equipment for cleaning with water fed pole systems
- 1.8 State the importance of using appropriate hazard warning signs

The learner will:

- 2 Be able to carry out cleaning with water fed pole systems

The learner can:

- 2.1 State the importance of conducting regular checks on all equipment
- 2.2 Check equipment prior to cleaning
- 2.3 State the importance of and process for reporting damaged equipment
- 2.4 Explain the importance of not using faulty equipment
- 2.5 Identify different surfaces and soil types
- 2.6 Explain the importance of selecting the correct length of water fed pole
- 2.7 Select the correct length of water fed pole
- 2.8 Use correct cleaning methods to clean with water fed pole systems
- 2.9 Describe correct cleaning methods for cleaning with water fed pole systems
- 2.10 Describe the construction of water fed poles, including materials and equipment
- 2.11 State the uses of different types of water fed poles
- 2.12 State the importance of using purified water rather than cleaning materials when cleaning with water fed pole systems
- 2.13 State the importance of having a designated contact person when working alone

Unit 18 Cleaning with water fed pole systems (Y/502/2296) (cont'd)

The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of keeping the water tank free of soil and build-up of residues
 3.2 Clean water tanks to remove residue build-up
 3.3 Describe how to clean water tanks to remove residue build-up
 3.4 Replace water filters
 3.5 State the importance of replacing water filters in a timely manner
 3.6 Explain the importance of preventing the spread of Legionella and other bacteria
 3.7 State the importance of correct storage of tank systems
 3.8 Describe the procedures for ordering and replacing resources

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.8, 2.1– 2.13, 3.1–3.8	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check cleaning with water fed pole systems.	Learner report(s). Written or oral questioning which should be recorded.
1.1–1.8, 2.1– 2.13, 3.1–3.8	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking cleaning activities with water fed pole systems.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p> <p>Work schedule/case study/scenario.</p>

Unit 18 Cleaning with water fed pole systems (Y/502/2296) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.2, 1.6, 1.7, 2.1, 2.5, 2.9–2.11	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning with water fed pole systems.</p> <p>The work schedule for the cleaning with water fed pole systems should include the cleaning procedures, equipment, materials and personal protective equipment (PPE) required. Additionally, it should outline different surfaces (eg glazed surfaces, ledges, facades, signage, laminated surfaces) and soiling (eg dust, impacted material, dried on guano, body fluids) and the approach to adopt in each case.</p> <p>Learners could be provided with a template and given a context in which the cleaning with water fed pole systems may take place, such as a retail park, town centre shopping mall or office complex. There should be some buildings that have two or more floors that require cleaning.</p>	<p>Work schedule/case study/scenario.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 18 Cleaning with water fed pole systems (Y/502/2296) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.4, 1.5, 2.2, 2.7, 2.8, 3.2, 3.4	<p>Learners need to demonstrate they can assess the area and check the equipment prior to cleaning, select the correct length of water fed pole, employ the correct cleaning methods on site, replace filters and clean water tanks effectively.</p> <p>The Assessor should observe the learner cleaning with water fed pole systems with enough scope to be able to address the assessment criteria as outlined above. The area should include different surfaces (eg glazed surfaces, ledges, facades, signage, laminated surfaces) and soiling (eg dust, impacted material, dried on guano, body fluids).</p> <p>In addition, the Assessor could question the learner with regard to the correct procedures for ordering and replacing resources and selecting the right length of water fed pole, as well as the importance of using purified water and not cleaning materials when using a water fed pole system.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of control measures to reduce risk and regular equipment checks, and the construction and usage of different types of water fed poles can be clarified.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Video.</p> <p>Written or oral questioning which should be recorded.</p>
1.4, 1.5, 2.2, 2.7, 2.8, 3.2, 3.4	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario/work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 19 Internal cleaning of passenger transport (F/502/3071)

Unit summary	In this unit, the learner will prepare for and carry out internal valeting of surfaces and furnishings of passenger transport, checking their cleaning and resources afterwards.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for valeting internal surfaces and furnishings

The learner can:

- 1.1 Explain the purpose of a work schedule
- 1.2 Explain the importance of thorough preparation before cleaning
- 1.3 Assess the area to be cleaned
- 1.4 Describe how to prepare work areas
- 1.5 State the importance of and process for reporting defects in surfaces
- 1.6 Describe the cleaning method, equipment and materials to use for different soil types and surfaces
- 1.7 Select the cleaning method, colour-coded equipment and materials to use
- 1.8 Explain the importance of following manufacturers' recommendations and instructions
- 1.9 List personal protective equipment
- 1.10 State recommended procedures in case of emergencies

Unit 19 Internal cleaning of passenger transport (F/502/3071) (cont'd)

The learner will:

- 2 Be able to carry out internal valeting of surfaces and furnishings

The learner can:

- 2.1 Explain the importance of cleaning procedures
- 2.2 Use the correct cleaning methods for:
- food areas
 - soft furnishings and carpets
 - semi hard floors
 - furniture, fixtures and fittings
 - internal glazing
 - sanitary fittings
- 2.3 Explain the importance of cleaning to prescribed standards
- 2.4 Explain the possible consequences of using incorrect solutions, equipment and cleaning methods
- 2.5 Explain the importance of completing work in a timely manner
- 2.6 Explain the importance of minimising inconvenience to colleagues, customers and the general public
- 2.7 Describe the range of procedures that can be taken to minimise inconvenience
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The learner will:

- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items

The learner can:

- 3.1 Explain the importance of checking area and items after cleaning
- 3.2 Check general cleaning and take any necessary actions
- 3.3 Describe the procedures for reporting damage to equipment, surfaces and premises
- 3.4 Explain why equipment and materials should be returned in a working, clean and safe order to storage areas
- 3.5 Return equipment in a clean, safe and working order
- 3.6 Describe how to dispose of waste
- 3.7 Dispose of waste correctly
- 3.8 Describe the procedures for ordering and replacing resources
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Unit 19 Internal cleaning of passenger transport (F/502/3071) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1– 1.10, 2.1–2.7, 3.1–3.8	Learners could produce one or more written report which demonstrates an understanding of how to prepare for, carry out and check the valeting of internal surfaces and furnishings in a passenger transport environment.	Learner report(s). Written or oral questioning which should be recorded.
1.1– 1.10, 2.1–2.7, 3.1–3.8	<p>Learners could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for, carrying out and checking the cleaning of internal surfaces and furnishings in a passenger transport environment.</p> <p>Additional evidence could come from using the work schedule as a basis for a group or one-to-one discussion as well as written questioning. Through this, the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area is safe after cleaning could be addressed.</p> <p>Learners could include their notes from these activities. An Assessor statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussions and/or oral questioning could be recorded by video or audio means and feedback added by the Assessor.</p>	<p>Group/professional discussion and written/oral questioning which should be recorded.</p> <p>Case study/scenario/work schedule.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 19 Internal cleaning of passenger transport (F/502/3071) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.1, 1.2, 1.4, 1.6, 1.8, 1.9, 2.1, 2.3, 2.5, 3.1	<p>Learners need to demonstrate an understanding of the importance of preparation and the correct methods to use when internally cleaning passenger transport.</p> <p>The work schedule for the internal cleaning of passenger transport should include the cleaning methods, equipment, chemicals and personal protective equipment (PPE) required. Additionally, it should outline different soil types/issues (eg dust, liquid spillages, body fluids, dried on stains, impacted detritus, chewing gum, graffiti, suspicious packages) and surfaces (eg semi hard or hard floor, hand basin, toilet, soft furnishings, carpets, internal glazing, waste containers, chromed surfaces, food preparation areas, hand wash dispensers) and the methods and materials to use in each case. An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.</p> <p>The learner could be provided with a template and given a context in which the internal cleaning of passenger transport may take place, such as for a train operator, local bus operator or coach tour company.</p>	<p>Work schedule/case study/scenario.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Unit 19 Internal cleaning of passenger transport (F/502/3071) (cont'd)

AC	Assessment guidance	Suggested assessment method
1.3, 1.7, 2.2, 3.2, 3.5, 3.7	<p>Learners need to demonstrate they can assess the area, prepare it, use the correct cleaning methods (including colour-coded equipment) and dispose of waste correctly. In addition, they must be able to check the cleaning and address remedial actions where necessary and return equipment in clean, safe and working order.</p> <p>The Assessor should observe the learner's internal cleaning of passenger transport with enough scope to be able to address the assessment criteria as outlined above. The area should include different soil types/issues (eg dust, liquid spillages, body fluids, dried on stains, impacted detritus, chewing gum, graffiti, suspicious packages) and surfaces (eg semi hard or hard floor, hand basin, toilet, soft furnishings, carpets, internal glazing, waste containers, chromed surfaces, food preparation areas, hand wash dispensers).</p> <p>It would be appropriate to allow the learner to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning, the Assessor can establish the learner's understanding of the importance of returning equipment to the storage areas.</p> <p>Note: through this observation, additional coverage of the assessment criteria via questioning may be possible and, in some cases, preferable. For example, the Assessor may be able to establish with the learner the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area after cleaning.</p>	<p>Observation may be an effective way to assess learners that are based in the workplace or a realistic work environment.</p> <p>For learners preparing to work in the cleaning sector and/or are distance learners a case study/scenario/work schedule may be used.</p> <p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>
1.3, 1.7, 2.2, 3.3, 3.5, 3.7	<p>For learners preparing to work in the cleaning sector or completing the qualification via distance learning the specified assessment criteria can be evidenced via a case study/scenario/work schedule as appropriate.</p> <p>These examples must enable the learner to apply their knowledge and understanding to the practical context described in the case study/scenario and work schedule.</p>	<p>Written or oral questioning which should be recorded.</p> <p>Video/audio of learners' professional discussion which should be recorded.</p>

Section 3

Assessment and Quality Assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Certificate in Cleaning Principles is internally assessed.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit, learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 14).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- case studies/scenarios
- work schedules
- learner's proof of work
- worksheets
- presentations
- risk assessments
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. The use of case studies/scenarios/work schedules, assessed through written and recorded oral questioning, may be particularly appropriate for learners preparing to work in the cleaning sector, or for learners who are completing the qualification via distance learning. Acceptable methods of assessment could be drawn from the list above to best meet the needs of all learners.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations Policy, please see the NCFE website.

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