

Qualification specification

**NCFE Level 2 Certificate in Cleaning Knowledge
and Skills**

QN: 601/3255/3

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4 November 2017). Please check the qualification page on our website for the most recent version.

- Information regarding the wellbeing and safeguarding of learners added to Section 1
- Information regarding using the mandatory support handbook has been added to Section 1
- Further information added to [how the qualification is assessed](#) 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
- 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

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 Knowledge and Skills.

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

To ensure that you are using the most up-to-date version of this qualification specification please check the issue 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 regulated qualification title of NCFE Level 2 Certificate in Cleaning Knowledge and Skills.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3255/3.

This knowledge-based qualification will provide learners with a range of underpinning knowledge in both generic and specialist cleaning principles, and meets the needs of learners who work or want to work in the cleaning sector.

Learners will develop an understanding of health and safety, infection control and waste management issues within the cleaning industry, as well as 'softer' skills such as working with others. The optional units in the qualification allow full flexibility for learners as they can take general or specialist units relevant to their chosen area of development (or employment, if applicable) in any combination.

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

Things you need to know

- Qualification number (QN): 601/3255/3
 - Aim reference: 60132553
 - Total Qualification Time (TQT): 190
 - Guided learning hours (GLH): 154
 - Credit value: 19
 - Level: 2
 - Assessment requirements: internally assessed and externally moderated portfolio of evidence
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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.
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Aims and objectives of this qualification

This qualification aims to:

- help learners develop their knowledge and understanding of the skills required for working in the cleaning sector
- allow learners to progress to higher level learning and eventual employment.

The objective of this qualification is to help learners to:

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

This qualification is designed for learners who'd like an introduction to the cleaning and support services industry in general, but may also be applicable for those in their first cleaning role who would like to further their understanding and progress to the next level of learning or employment.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they have already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. 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 assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Cleaning Knowledge and Skills, learners must achieve a minimum of **19** credits.

- a total of **13** credits from Group A
- a minimum of **3** credits from Optional Group B
- the remaining **3** credits being made up from units in either Optional Group B or C

Group A mandatory units

- 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)
- Unit 04 Infection control, RIDDOR and COSHH in cleaning settings (3 credits)

Group B optional units

- Unit 05 Cleaning and maintenance of external surfaces and areas (3 credits)
- Unit 06 Cleaning of confined spaces (3 credits)
- Unit 07 Cleaning of food areas (4 credits)
- Unit 08 Cleaning of glazed surfaces and facades (3 credits)
- Unit 09 Cleaning of high risk areas (controlled environments) (4 credits)
- Unit 10 Cleaning of interiors and washrooms (3 credits)
- Unit 11 Cleaning of specialist electronic equipment (3 credits)
- Unit 12 Deep cleaning of internal equipment surfaces and areas (4 credits)
- Unit 13 Maintenance and minor repairs of property (3 credits)
- Unit 14 Manual street cleaning (3 credits)
- Unit 15 Mechanical street cleaning (4 credits)
- Unit 16 Periodic cleaning of hard and semi-hard floors (3 credits)
- Unit 17 Periodic cleaning of soft floors and furnishings (3 credits)
- Unit 18 Working safely at heights in the cleaning and support services industry (4 credits)
- Unit 19 Cleaning with water fed pole systems (3 credits)
- Unit 20 Internal cleaning of passenger transport (3 credits)
- Unit 21 Clean and maintain soft floors and furnishings (3 credits)

Group C optional units

- Unit 22 Principles of cleaning in food premises (1 credits)
- Unit 23 Principles of decontamination, cleaning and waste management (4 credits)
- Unit 24 Principles of infection control (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3.

To achieve the NCFE Level 2 Certificate in Cleaning Knowledge and Skills 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.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit/qualification allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve this qualification could progress to:

- Intermediate Apprenticeship in Cleaning and Environmental Support Services
- NCFE Level 2 and 3 qualifications in Employability skills
- NCFE Level 2 qualifications in Enterprise
- NCFE Functional Skills qualifications

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

- Retail and Commercial Enterprise
 - Environmental Health
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Equivalent units

Some of the units in this qualification have equivalent units identified against them:

- Dealing with routine and non-routine waste (R/502/2250)
- Health and safety for the cleaning and support services industry (Y/502/2251)
- Working with customers and others in the cleaning and support services industry (D/502/2252)

If a learner has achieved any of the equivalent identified units, they can use them towards achievement of this qualification.

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.

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 <https://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 internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

For information about assessment please refer to the Building Futures Group (formerly Asset Skills) Assessment Principles which can be downloaded from the NCFE website.

Support for learners

Learner's Evidence Tracking Log (LETL)

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

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
 - advice on support mechanisms for learners who are experiencing difficulties with their studies
 - a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
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Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification Support Packs

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful. If you would like to learn more, or to see which qualifications have QSPs then please visit the NCFE website.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our 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

This document is published in the spring for the forthcoming academic year.

Training and support

We can provide training sessions for Assessors and Internal Moderators. 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:

- The Skills Network
 - 01757 210022
 - learningresourcesales@theskillsnetwork.com

For more information about these resources and how to access them please visit the NCFE 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

Section 4 shows how the units of this qualification relate to the skills above.

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 framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4.

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.

This qualification has been mapped against the NOS for cleaning and support services/cleaning services supervision. More detailed mapping is provided in Section 5.

Section 2

Assessment and moderation

Section 2

Assessment and moderation

How the qualification is 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.

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

The NCFE Level 2 Certificate in Cleaning Knowledge and Skills is internally assessed.

Internal assessment

Each candidate 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 candidates 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 3.

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
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas on the NCFE website.

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

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

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

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

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

Structure and content

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

The unit summary provides an overview of each unit including:

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

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

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

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

Unit summaries

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

In this unit the learner 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

This unit is **mandatory**

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

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 will 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

This unit is **mandatory**

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

In this unit the learner will understand how to communicate effectively with customers. They will also learn how to meet customers' needs and how to contribute to effective team working.

Guided learning hours: 18

Credit value: 2

Level: 2

This unit is **mandatory**

Unit summaries (cont'd)**Unit 04 Infection control, RIDDOR and COSHH in cleaning settings (K/506/2768)**

In this unit the learner will develop an understanding of how to apply infection control principles in cleaning settings. This will include learning about their responsibilities with regard to the Reporting of Injuries, Dangerous Diseases and Occurrences Regulations (RIDDOR) and the Control of Substances Hazardous to Health (COSHH) regulations. They will also learn about the purpose of risk assessments.

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 05 Cleaning and maintenance of external surfaces and areas (K/502/2268)

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

This unit is **optional**

Unit 06 Cleaning of confined spaces (T/502/2273)

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

This unit is **optional**

Unit summaries (cont'd)**Unit 07 Cleaning of food areas (L/502/2277)**

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

This unit is **optional**

Unit 08 Cleaning of glazed surfaces and facades (L/502/2280)

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

This unit is **optional**

Unit 09 Cleaning of high risk areas (controlled environments) (H/502/2284)

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 will check their cleaning and resources afterwards.

Guided learning hours: 32

Credit value: 4

Level: 2

This unit is **optional**

Unit summaries (cont'd)**Unit 10 Cleaning of interiors and washrooms (K/502/2285)**

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

This unit is **optional**

Unit 11 Cleaning of specialist electronic equipment (M/502/2286)

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

This unit is **optional**

Unit 12 Deep cleaning of internal equipment, surfaces and areas (T/502/2287)

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

This unit is **optional**

Unit summaries (cont'd)**Unit 13 Maintenance and minor repairs of property (A/502/2288)**

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

This unit is **optional**

Unit 14 Manual street cleaning (F/502/2289)

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

This unit is **optional**

Unit 15 Mechanical street cleaning (T/502/2290)

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

This unit is **optional**

Unit summaries (cont'd)**Unit 16 Periodic cleaning of hard and semi-hard floors (J/502/2293)**

In this unit the learner will prepare for and carry out cleaning of hard and semi-hard floors. They will apply a protective coating and check their cleaning and resources afterwards.

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **optional**

Unit 17 Periodic cleaning of soft floors and furnishings (L/502/2294)

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

This unit is **optional**

Unit 18 Working safely at heights in the cleaning and support services industry (R/502/2295)

In this unit the learner will prepare for and work safely at heights.

Guided learning hours: 32

Credit value: 4

Level: 2

This unit is **optional**

Unit summaries (cont'd)**Unit 19 Cleaning with water fed pole systems (Y/502/2296)**

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

This unit is **optional**

Unit 20 Internal cleaning of passenger transport (F/502/3071)

In this unit the learner will prepare for and carry out internal valeting of surfaces and furnishings, checking their cleaning and resources afterwards.

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **optional**

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337)

In this unit the learner will prepare for and carry out cleaning and maintenance of soft floors and furnishings.

Guided learning hours: 21

Credit value: 4

Level: 2

This unit is **optional**

Unit summaries (cont'd)**Unit 22 Principles of cleaning in food premises (K/602/5391)**

In this unit the learner will develop an understanding of why cleaning is important in food premises and how to prepare to clean in food premises. They will learn about the range of options available for cleaning food premises and the importance of measuring the impact of the cleaning.

Guided learning hours: 9

Credit value: 1

Level: 2

This unit is **optional**

Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769)

In this unit the learner will consider the importance of maintaining a clean environment. They will also learn about roles and responsibilities, decontamination, how to handle laundry safely and effective waste management.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **optional**

Unit 24 Principles of infection control (Y/506/2815)

In this unit the learner will develop an understanding of how infection is caused, how it can spread and the 'chain of infection'.

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **optional**

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

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
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**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
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Exemptions for Dealing with routine and non-routine waste (T/505/3667)

For the purpose of credit accumulation, the following unit has been agreed as an exemption to this unit:

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

Learners who have achieved any of these exempt units can use them towards achievement of this qualification without the need to complete unit T/505/3667.

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

Type of evidence: candidate reports

Assessment criteria: 1.1–1.14, 2.1–2.8

Additional information: candidates could produce one or more written reports which demonstrate an understanding of dealing with routine and non-routine waste.

Type of evidence: written/oral questioning

Assessment criteria: 1.1–1.14, 2.1–2.8

Additional information: candidates 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, candidate 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.

Type of evidence: professional discussion

Assessment criteria: 1.1–1.14, 2.1–2.8

Additional information: candidates could show knowledge and understanding of the types of waste present in the workplace and how these are dealt with, explaining the need for routine processes as well as describing those in place.

Candidates should take part in discussions and include their preparation notes relating to this activity. Assessor statements could evidence the content of the discussions 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.

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

Types of evidence: information leaflet, booklet or poster

Assessment criteria: 1.1–1.14, 2.1–2.8

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- routine and non-routine waste
- the types of hazardous waste
- 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.

A further section could include the reporting procedures in place to deal with suspicious waste.

The candidate 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.

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

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

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

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

For the purpose of credit accumulation, the following unit has been agreed as an exemption to this unit:

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

Learners who have achieved any of these exempt units can use them 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**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.4, 2.1–2.8, 3.1–3.9

Additional information: candidates could produce a written report which demonstrates an understanding of health and safety for the cleaning and support services industry.

Types of evidence: professional discussion and/or oral/written questioning

Assessment criteria: 1.1–1.4, 2.1–2.8, 3.1–3.9

Additional information: candidates should show knowledge and understanding of the hazards and risks in the workplace and how these are controlled by them as well as the policies in place to ensure everyone's safety.

Candidates 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.

Types of evidence: information leaflet, booklet or poster

Assessment criteria: 1.1–1.4, 2.1–2.8, 3.1–3.9

Additional information: candidates 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.

The information could include the main responsibilities of employees and employers, introducing an appropriate code of behaviour with regard to health and safety. The candidate could be provided with a template to complete this task.

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

Type of evidence: group or professional discussion

Assessment criteria: 1.1–1.4, 2.1–2.3, 2.6, 3.1, 3.5–3.9

Additional information: additional evidence could come from using one-to-one professional discussion as well as written and/or oral questioning. Through this, the individual candidate's understanding of health and safety and their application of knowledge to the workplace could be demonstrated fully.

Candidates 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.

Type of evidence: organisation chart

Assessment criteria: 2.1, 3.5, 3.8

Additional information: learners can demonstrate their understanding of a workplace by preparing a basic organisation chart, detailing job roles together with brief details of responsibilities of the specific post holders.

The chart could cover the following:

- the job title
- job role
- responsibilities of each role regarding health and safety, including controlling risks and indicating clear lines of communication; identifying risk assessment responsibilities.

The evidence generated through this task could be used during group/professional discussions or question and answer sessions.

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

Assessment guidance (cont'd)

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

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

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 attitudes
 - 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)

The learner will:

- 3 Understand how to contribute to effective team working

The learner can:

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

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

For the purpose of credit accumulation, the following unit has been agreed as an exemption to this unit:

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

Learners who have achieved any of these exempt units can use them towards achievement of this qualification without the need to complete unit F/505/3669.

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

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.7, 2.1–2.5, 3.1–3.5

Additional information: candidates could produce a written report which demonstrates an understanding of effective communication, working with customers and working as part of a team. Candidates should show knowledge and understanding of methods of communication used in their workplace and how these are conducted by themselves as well as others. They should be able to describe their job role in relation to the roles and responsibilities of other team members.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.7, 2.1–2.5, 3.1–3.5

Additional information: these activities could be used to assess candidates' understanding of effective communication, working with customers and working as part of a team.

They could also look at aspects of job descriptions including where they can find job-related information relevant to a specific role, responsibilities and limits of authority, specifically when dealing with customers.

Candidates 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.

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

Assessment guidance (cont'd)

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

Unit 04 Infection control, RIDDOR and COSHH in cleaning settings (K/506/2768)

The learner will:

- 1 Know how to apply infection control principles to working in cleaning settings

The learner can:

- 1.1 Identify infection risks in cleaning settings
 - 1.2 Describe infection control principles that apply to infection control in cleaning settings
 - 1.3 Describe the role of policies and procedures in infection control in cleaning settings
-

The learner will:

- 2 Know their role and responsibilities with regards to the Reporting of Injuries, Dangerous Diseases and Occurrences Regulations (RIDDOR)

The learner can:

- 2.1 Describe types of injuries, diseases and dangerous occurrences that need to be reported under RIDDOR
 - 2.2 Describe what records need to be kept under RIDDOR
-

The learner will:

- 3 Know their role and responsibilities with regard to the Control of Substances Hazardous to Health (COSHH)

The learner can:

- 3.1 Describe what constitutes a substance hazardous to health
 - 3.2 Describe what records need to be kept with regards to COSHH
-

Unit 04 Infection control, RIDDOR and COSHH in cleaning settings (K/506/2768) (cont'd)

The learner will:

- 4 Understand the role of risk assessment in preventing injuries, the spread of disease and infections and dangerous occurrences

The learner can:

- 4.1 Describe the role of risk assessment in preventing injuries, the spread of disease and infections and dangerous occurrences
-

Unit 04 Infection control, RIDDOR and COSHH in cleaning settings (K/506/2768) (cont'd)**Assessment guidance****Range**

- 1.2 **Infection control principles** should identify and relate to both high and low-risk areas where infection control is paramount to maintain a safe, clean and hygienic area. They should follow current guidelines, which could be organisational, legal, equipment manufacturers', health trusts' or others'.
- 1.3 **Policies and procedures** include key points relating to local and organisational policy relevant to the workplace, eg those issued by local government, health trusts, local employers or other local organisations. They could also include 'best practice' as advised in industry guidelines and Approved Codes Of Practice (ACOP) associated with specific legislation.
- 2 **Roles and responsibilities** relate to the person's job description, person specification, legal responsibilities, organisational responsibilities, work schedule, duty roster or other, as set out in the workplace.
- 2.2 **Records** relate to current legislation which dictates the types and amount of documentation, responsibilities for completion of documentation and current timescales relating to documentation submission, appropriate to RIDDOR and COSHH.
- 4.1 **Risk assessments** relate to HSE guidelines, eg 'Five Steps to Risk Assessment'.

Type of evidence: candidate reports

Assessment criteria: 1.1–1.3, 2.1, 2.2, 3.1, 3.2, 4.1

Additional information: candidates could produce a written report which demonstrates an understanding of infection control and their roles and responsibilities in relation to RIDDOR and COSHH.

Unit 04 Infection control, RIDDOR and COSHH in cleaning settings (K/506/2768) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.3, 2.1, 2.2, 3.1, 3.2, 4.1

Additional information: candidates could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of infection control and their roles and responsibilities in relation to RIDDOR and COSHH.

Candidates 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.

Types of evidence: information leaflet, booklet or poster

Assessment criteria: 1.1–1.3, 4.1

Additional information: after completing research, candidates could be encouraged to demonstrate their knowledge and understanding using diagrams, pictures and dialogue in a leaflet, booklet or poster. The evidence could be designed to meet individual or multiple assessment criteria.

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

Unit 05 Cleaning and maintenance of external surfaces and areas (K/502/2268)

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
-

Unit 05 Cleaning and maintenance of external surfaces and areas (K/502/2268) (cont'd)

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 the 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
-

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
-

Unit 05 Cleaning and maintenance of external surfaces and areas (K/502/2268) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.11, 2.1–2.9, 3.1–3.7

Additional information: candidates 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.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.11, 2.1–2.9, 3.1–3.7

Additional information: candidates 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.

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.

Candidates 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.

Unit 05 Cleaning and maintenance of external surfaces and areas (K/502/2268) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.1–1.11, 2.1, 2.3–2.9, 3.1, 3.3–3.5, 3.7

Additional information: candidates need to show an understanding of the importance of preparation for cleaning and the correct methods to use.

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/balustrades) 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.

The candidate 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.

Type of evidence: observation

Assessment criteria: 1.3, 1.8, 2.2, 3.2, 3.6

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate 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/balustrades).

Unit 05 Cleaning and maintenance of external surfaces and areas (K/502/2268) (cont'd)**Assessment guidance (cont'd)**

It would be appropriate to allow the candidate 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 candidate may report any problems with equipment or the ordering of replacement resources through them.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.

Types of evidence: information leaflet or booklet

Assessment criteria: 1.5, 1.6, 1.10, 2.9, 3.3, 3.5

Additional information: candidates could demonstrate their understanding of the issues that could arise and how to deal with them by designing an information sheet or booklet to be used with the work schedule.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- how to report damaged or deteriorating surfaces
- how to deal with suspicious items or lost property
- why equipment should be stored securely and what to do about damaged equipment
- the consequences if the chemicals or equipment are not used correctly
- why it's important to minimise inconvenience to others when cleaning
- why permits and checks may be required.

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.

Unit 05 Cleaning and maintenance of external surfaces and areas (K/502/2268) (cont'd)**Assessment guidance (cont'd)**

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

Unit 06 Cleaning of confined spaces (T/502/2273)

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 manufacturer's 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 06 Cleaning of confined spaces (T/502/2273) (cont'd)

The learner will:

- 3 Be able to check cleaning, 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
-

Unit 06 Cleaning of confined spaces (T/502/2273) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.12, 2.1–2.8, 3.1–3.10

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning activities in confined spaces.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.12, 2.1–2.8, 3.1–3.10

Additional information: candidates 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.

Candidates 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.

Unit 06 Cleaning of confined spaces (T/502/2273) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 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

Additional information: candidates need to demonstrate an understanding of the importance of preparation for cleaning and the correct methods to use when working in a confined space. 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.

The candidate 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.

Unit 06 Cleaning of confined spaces (T/502/2273) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.3, 1.6, 2.4, 2.5, 2.7, 3.5–3.7, 3.9

Additional information: candidates can demonstrate their understanding of the issues that could arise and how to deal with them by designing an information leaflet or booklet to be used with the work schedule.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- a description of different types of confined space
- procedures in the event of an emergency
- why equipment should be stored securely and what to do about damaged equipment
- 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 confined spaces
- how to dispose of waste correctly
- which documents need to be completed after cleaning.

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.

Unit 06 Cleaning of confined spaces (T/502/2273) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: observation

Assessment criteria: 1.4, 1.10, 2.2, 3.2, 3.6, 3.8

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate 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).

It would be appropriate to allow the candidate 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 candidate may report any problems with equipment or the ordering of replacement resources through them.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.

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

Unit 07 Cleaning of food areas (L/502/2277)

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 07 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 the 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 07 Cleaning of food areas (L/502/2277) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.16, 2.1–2.10, 3.1–3.10

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning of food areas.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.16, 2.1–2.10, 3.1–3.10

Additional information: candidates 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.

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.

Candidates 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.

Unit 07 Cleaning of food areas (L/502/2277) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 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

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning a food area.

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 or, enamelled surfaces) 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.

The candidate 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 works canteen where the cleaning may take place when the food preparation area is in use.

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.

Unit 07 Cleaning of food areas (L/502/2277) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.3, 1.6, 1.7, 2.5, 2.9, 3.3, 3.4, 3.6, 3.8

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- 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.

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.

Unit 07 Cleaning of food areas (L/502/2277) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: observation

Assessment criteria: 1.4, 1.14, 2.2, 3.2, 3.5, 3.7, 3.9

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate 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 enamelled surfaces).

It would be appropriate to allow the candidate 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 candidate may report any problems with equipment or the ordering of replacement resources through them.

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.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.

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

Unit 08 Cleaning of glazed surfaces and facades (L/502/2280)

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 (PPE) for cleaning of glazed surfaces and facades
 - 1.10 Describe recommended procedures in case of emergencies
-

Unit 08 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)

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
-

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
-

Unit 08 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.10, 2.1–2.10, 3.1–3.7

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning of glazed surfaces and facades.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.10, 2.1–2.10, 3.1–3.7

Additional information: candidates 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 of glazed surfaces and facades.

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.

Candidates 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.

Unit 08 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.1, 1.2, 1.4, 1.6–1.9, 2.1, 2.2, 2.4, 2.6, 2.7, 2.9, 3.1

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning glazed surfaces and facades.

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. Candidates 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.

The candidate 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.

**Unit 08 Cleaning of glazed surfaces and facades (L/502/2280)
(cont'd)****Assessment guidance (cont'd)**

Type of evidence: observation

Assessment criteria: 1.3, 1.7, 2.5, 3.2, 3.4, 3.6

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate 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).

It would be appropriate to allow the candidate 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 candidate may report any problems with equipment or the ordering of replacement resources through them.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning. If so, the additional discussion in the work schedule assignment would not be required.

Unit 08 Cleaning of glazed surfaces and facades (L/502/2280) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information sheet or booklet

Assessment criteria: 1.5, 1.10, 2.8, 2.10, 3.3, 3.5

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- 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.

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.

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

Unit 09 Cleaning of high risk areas (controlled environments) (H/502/2284)

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 general public
- 2.6 Describe procedures that can be taken to minimise inconvenience

Unit 09 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
-

Unit 09 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.13, 2.1–2.6, 3.1–3.4, 4.1–4.8

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning of high risk areas, minimising the risk of infection.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.13, 2.1–2.6, 3.1–3.4, 4.1–4.8

Additional information: candidates 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 of high risk areas.

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.

Candidates 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.

Unit 09 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.1, 1.3, 1.7, 2.5, 2.6, 3.1–3.4, 4.3, 4.6

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria and focus on areas such as:

- 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.

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.

Unit 09 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.2, 1.4–1.6, 1.8–1.12, 2.1, 2.4

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning interiors and washrooms.

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.

The candidate could be provided with a template and given a context in which the cleaning of high risk areas (controlled environments) may take place such as a clinical environment where the candidate works in a medical high risk area (patients' room in a hospital; in a nursing home or rehabilitation centre; first aid room).

Type of evidence: observation

Assessment criteria: 1.5, 1.9, 2.3, 4.2, 4.7

Additional information: candidates need to demonstrate that 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.

Unit 09 Cleaning of high risk areas (controlled environments) (H/502/2284) (cont'd)**Assessment guidance (cont'd)**

The Assessor should observe the candidate 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).

Note: soil types, including body fluids, sharps and contaminated laundry must be simulated, other than where relevant to the candidate's usual working practices.

It would be appropriate to allow the candidate 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 candidate may report any problems with equipment or the ordering of replacement resources through them. Through questioning, the Assessor can establish if the candidate 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 what signage to use when working.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning. If so, the additional discussion in the work schedule assignment would not be required.

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

Unit 10 Cleaning of interiors and washrooms (K/502/2285)

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 the inconvenience to colleagues, customers and the general public
 - 2.7 Describe procedures that can be taken to minimise inconvenience
-

Unit 10 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 original positions
 - 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 10 Cleaning of interiors and washrooms (K/502/2285) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.10, 2.1–2.7, 3.1–3.10

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning of interiors and washrooms.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.10, 2.1–2.7, 3.1–3.10

Additional information: candidates 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 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.

Candidates 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.

Unit 10 Cleaning of interiors and washrooms (K/502/2285) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: work schedule with written/oral questioning

Assessment criteria: 1.1, 1.2, 1.4, 1.6–1.9, 2.1, 2.3, 2.5, 3.1

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning interiors and washrooms.

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, limescale) 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.

The candidate 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.

Types of evidence: information sheet or booklet

Assessment criteria: 1.5, 1.10, 2.4, 2.6, 2.7, 3.3, 3.10

Additional information: candidates 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.

Unit 10 Cleaning of interiors and washrooms (K/502/2285) (cont'd)

Assessment guidance (cont'd)

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- how to report damaged or deteriorating surfaces, equipment and premises
- what colour coding is used and why it's important
- how to dispose of waste correctly
- how to re-order and replace resources.

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.

Type of evidence: observation

Assessment criteria: 1.3, 1.7, 2.2, 3.2, 3.9

Additional information: candidates need to demonstrate that 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 equipment in good order to storage areas.

The Assessor should observe the candidate 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).

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning the Assessor can establish the candidate's understanding of the importance of returning items to their original positions and equipment to the storage areas.

Unit 10 Cleaning of interiors and washrooms (K/502/2285) (cont'd)

Assessment guidance (cont'd)

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval

of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 11 Cleaning of specialist electronic equipment (M/502/2286)

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 for cleaning of specialist electronic equipment
-

Unit 11 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)

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 the inconvenience to colleagues, customers and the general public
 - 2.8 Describe procedures that can be taken to minimise inconvenience
-

Unit 11 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
-

Unit 11 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.10, 2.1–2.8, 3.1–3.10

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning of specialist electronic equipment.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.10, 2.1–2.8, 3.1–3.10

Additional information: candidates 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 of specialist electronic equipment.

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.

Candidates 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.

Unit 11 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.1, 1.2, 1.4, 1.6–1.10, 2.1, 2.3, 2.4, 2.6, 3.1

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning specialist electronic equipment.

The work schedule for the cleaning of 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.

The candidate 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.

Unit 11 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: observation

Assessment criteria: 1.3, 1.7, 2.2, 3.2, 3.5, 3.7, 3.9

Additional information: candidates need to demonstrate that 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 equipment in good order to storage areas.

The Assessor should observe the candidate 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.

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning the Assessor can establish the candidate's understanding of the importance of returning equipment to the storage areas in good order.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.

Unit 11 Cleaning of specialist electronic equipment (M/502/2286) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.5, 2.7, 2.8, 3.3, 3.4, 3.8, 3.10

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- 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.

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.

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

Unit 12 Deep cleaning of internal equipment, surfaces and areas (T/502/2287)

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 12 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 the inconvenience to customers, colleagues and the general public
 - 2.10 Describe procedures that can be taken to minimise inconvenience
-

Unit 12 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (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 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
-

Unit 12 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.12, 2.1–2.10, 3.1–3.11

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check deep cleaning of internal equipment, surfaces and areas.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.12, 2.1–2.10, 3.1–3.11

Additional information: candidates 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 activities of internal equipment, surfaces and areas.

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.

Candidates 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.

Unit 12 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.2, 1.3, 1.5, 1.7, 1.8, 1.10–1.12, 2.1, 2.3, 2.6, 2.8, 3.1

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when deep cleaning internal equipment surfaces and areas.

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 or enamelled surfaces) 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.

The candidate 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.

Unit 12 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: observation

Assessment criteria: 1.4, 2.2, 2.5, 3.2, 3.6, 3.8, 3.10

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate's deep cleaning of internal equipment surfaces 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 or enamelled surfaces).

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning the Assessor can establish the candidate's understanding of what is meant by 'deep cleaning', the importance of removing dust and debris before deep cleaning and returning equipment to the storage areas in good order.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning procedures, standards of cleaning, timely completion and checking the area after cleaning.

Unit 12 Deep cleaning of internal equipment, surfaces and areas (T/502/2287) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.6, 1.9, 1.12, 2.7, 2.9, 2.10, 3.3, 3.4, 3.9

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- 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.

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.

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

Unit 13 Maintenance and minor repairs of property (A/502/2288)

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 employee's 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 (PPE) 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 13 Maintenance and minor repairs of property (A/502/2288) (cont'd)

The learner will:

- 3 Be able to check maintenance and minor repairs, 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

Unit 13 Maintenance and minor repairs of property (A/502/2288) (cont'd)**Assessment guidance**

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.10, 2.1–2.7, 3.1–3.8

Additional information: candidates 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.

Candidates 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.

Type of evidence: candidate report(s)

Assessment criteria: 1.1, 1.3, 1.10, 2.1–2.7, 3.1, 3.3, 3.5, 3.7, 3.8

Additional information: candidates 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.

Operatives involved in the carrying out of maintenance and minor repairs of property may have to cover a wide range of tasks that may differ from day to day. Sometimes they will be involved in a manual check of the premises to establish remedial issues that should be resolved. Often they will receive notification from a supervisor or are contacted by an internal or external customer regarding a problem.

Unit 13 Maintenance and minor repairs of property (A/502/2288) (cont'd)**Assessment guidance (cont'd)**

The candidate 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, 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 candidate should take account of the impact of environmental factors such as how adverse weather conditions, damp, cold, heat or darkness could affect the carrying out of work and the quality of the outcomes.

Types of evidence: information leaflet or booklet

Assessment criteria: 1.5, 1.7, 2.4, 2.6, 2.7, 3.3, 3.7, 3.8

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- how to report damaged or deteriorating surfaces, equipment and premises
- what could happen if incorrect equipment or materials are used
- describe 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 can't or shouldn't do.

Unit 13 Maintenance and minor repairs of property (A/502/2288) (cont'd)**Assessment guidance (cont'd)**

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.

Type of evidence: work schedule

Assessment criteria: 1.3, 1.8, 1.10, 2.2, 3.1, 3.2

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct equipment to use when carrying out maintenance and minor repairs of property.

The work schedule should outline the range of tasks operatives involved in the carrying out of maintenance and minor repairs of property may have to cover, such as a broken tile in a washroom, leaking tap, broken window, blocked drains, icy paths, cracked toilet seat, littering, graffiti, missing carpet tile, sticking door or window and so on.

An approximate timing for each of the tasks should be given as well as the order in which they should be carried out.

The candidate 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.

Unit 13 Maintenance and minor repairs of property (A/502/2288) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: observation

Assessment criteria: 1.2, 2.2, 3.2, 3.4, 3.6

Additional information: candidates 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.

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 candidate 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.

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

Unit 14 Manual street cleaning (F/502/2289)

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 the inconvenience to the general public
-

Unit 14 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
-

Unit 14 Manual street cleaning (F/502/2289)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.10, 2.1–2.10, 3.1–3.8

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check manual street cleaning.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.10, 2.1–2.10, 3.1–3.8

Additional information: candidates 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.

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.

Candidates 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.

Unit 14 Manual street cleaning (F/502/2289) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.1, 1.2, 1.4–1.8, 2.1, 2.3, 2.7–2.9, 3.1, 3.5

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when carrying out manual street cleaning.

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.

The candidate 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.

Types of evidence: information leaflet or booklet

Assessment criteria: 1.10, 2.5, 2.6, 2.10, 3.3, 3.6–3.8

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- why and how to secure mobile equipment while working
- what 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

Unit 14 Manual street cleaning (F/502/2289) (cont'd)**Assessment guidance (cont'd)**

- how to re-order and replace resources
- how to report problems.

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.

Type of evidence: observation

Assessment criteria: 1.3, 1.9, 2.2, 3.2, 3.4

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate carrying out 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).

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning, the Assessor can establish the candidate's understanding of the importance of cleaning to prescribed standards.

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 candidate 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.

Unit 14 Manual street cleaning (F/502/2289) (cont'd)

Assessment guidance (cont'd)

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

Unit 15 Mechanical street cleaning (T/502/2290)

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

The learner will:

- 3 Be able to check cleaning and resources, transfer 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 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
-

Unit 15 Mechanical street cleaning (T/502/2290) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.9, 2.1–2.6, 3.1–3.9

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check mechanical street cleaning.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.9, 2.1–2.6, 3.1–3.9

Additional information: candidates 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.

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.

Candidates 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.

Unit 15 Mechanical street cleaning (T/502/2290) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.1, 1.2, 1.4–1.7, 2.1, 2.3, 3.1, 3.6, 3.8

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when carrying out mechanical street cleaning.

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.

The candidate 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.

Types of evidence: information leaflet or booklet

Assessment criteria: 1.8, 2.5, 2.6, 3.3, 3.4, 3.9

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- explain 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

Unit 15 Mechanical street cleaning (T/502/2290) (cont'd)**Assessment guidance (cont'd)**

- how to report problems
- how to re-order and replace resources.

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.

Type of evidence: observation

Assessment criteria: 1.3, 1.5, 1.9, 2.2, 2.4, 3.2, 3.5, 3.7

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate carrying out 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, pedestrianized 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).

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types.

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 candidate 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.

Unit 15 Mechanical street cleaning (T/502/2290) (cont'd)

Assessment guidance (cont'd)

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

Unit 16 Periodic cleaning of hard and semi-hard floors (J/502/2293)

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 (PPE) for periodic cleaning of hard and semi-hard floors
 - 1.10 Explain importance of pre-testing areas to be cleaned
-

Unit 16 Periodic cleaning of hard and semi-hard floors (J/502/2293) (cont'd)

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 the 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 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
-

Unit 16 Periodic cleaning of hard and semi-hard floors (J/502/2293) (cont'd)

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
-

Unit 16 Periodic cleaning of hard and semi-hard floors (J/502/2293) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.10, 2.1–2.10, 3.1–3.4, 4.1–4.11

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check the cleaning of hard and semi-hard floors.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.10, 2.1–2.10, 3.1–3.4, 4.1–4.11

Additional information: candidates 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.

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.

Candidates 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.

Unit 16 Periodic cleaning of hard and semi hard floors (J/502/2293) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: work schedule and written/oral questioning

Assessment criteria: 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

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when carrying out periodic cleaning of hard and semi-hard floors.

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.

The candidate 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.

Unit 16 Periodic cleaning of hard and semi-hard floors (J/502/2293) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.5, 1.10, 2.2, 2.7, 2.9, 2.10, 3.1, 4.3–4.5, 4.9

Additional information: candidates 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.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- 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 coating 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.

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.

Unit 16 Periodic cleaning of hard and semi-hard floors (J/502/2293) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: observation

Assessment criteria: 1.3, 1.7, 2.4, 3.4, 4.2, 4.6, 4.8, 4.10

Additional information: candidates need to demonstrate that 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 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.

The Assessor should observe the candidate 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).

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types. In addition the Assessor could question the candidate 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.

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 candidate 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.

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

Unit 17 Periodic cleaning of soft floors and furnishings (L/502/2294)

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
-

Unit 17 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)

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 the inconvenience to colleagues, customers and the general public
 - 2.10 Describe procedures that can be taken to minimise inconvenience
-

Unit 17 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
-

Unit 17 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.11, 2.1–2.10, 3.1–3.4, 4.1–4.11

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check the cleaning of soft floors and furnishings.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.11, 2.1–2.10, 3.1–3.4, 4.1–4.11

Additional information: candidates 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.

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.

Candidates 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.

Unit 17 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.1, 1.2, 1.4, 1.6–1.10, 2.1, 2.5, 2.6, 2.8, 3.1

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when carrying out periodic cleaning of soft floors and furnishings.

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.

The candidate 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.

Unit 17 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.5, 1.11, 2.2, 2.3, 2.7, 2.9, 2.10, 3.3–3.5, 3.9

Additional information: candidates 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 soft floors and furnishings, by designing an information leaflet or booklet to be used with the work schedule.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- 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 it's vital to pre-test the area to be cleaned and how to do so
- a list of materials that are colourfast and shrink-resistant
- the procedures for reinstating the area
- why it's important to return all items to their original position without delay
- how to dispose of waste correctly.

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.

Unit 17 Periodic cleaning of soft floors and furnishings (L/502/2294) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: observation

Assessment criteria: 1.3, 1.7, 2.4, 3.2, 3.6, 3.8

Additional information: candidates need to demonstrate that 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 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.

The Assessor should observe the candidate 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).

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types. In addition the Assessor could question the candidate 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.

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 candidate 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.

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

Unit 18 Working safely at heights in the cleaning and support services industry (R/502/2295)

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 18 Working safely at heights in the cleaning and support services industry (R/502/2295)
(cont'd)****Assessment guidance**

Types of evidence: candidate report(s)

Assessment criteria: 1.1–1.7, 2.1–2.6

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for and work safely at heights.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.7, 2.1–2.6

Additional information: candidates could take part in group or professional discussion activities or be given written/oral questions to assess their understanding of preparing for and working safely at heights.

Candidates 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.

Unit 18 Working safely at heights in the cleaning and support services industry (R/502/2295) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: risk assessment with presentation

Assessment criteria: 1.1–1.7, 2.1, 2.2, 2.6

Additional information: candidates need to demonstrate an understanding of the importance of preparing for and working safely at heights.

The candidate 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.

The candidate 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.

Types of evidence: presentation

Assessment criteria: 1.1–1.7, 2.1, 2.2, 2.6

Additional information: candidates could present their risk assessment and supporting information to others (eg the Assessor, a colleague or group of other candidates). The presentation should include topics relevant to the assessment criteria, which could include:

- how they carried out the risk assessment
- how to report risk in the workplace
- the importance of control measures
- what 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.

**Unit 18 Working safely at heights in the cleaning and support services industry (R/502/2295)
(cont'd)****Assessment guidance (cont'd)**

An Assessor witness statement could evidence presentation and supplement any notes or slides prepared by the candidate. Alternatively, the presentation could be recorded by video or audio means and feedback added by the Assessor in the context of the assessment criteria.

Type of evidence: observation

Assessment criteria: 2.4

Additional information: candidates need to demonstrate that they can use fall protection equipment correctly. The Assessor should observe the candidate in an area with enough scope to be able to address the assessment criteria as outlined above.

It would be appropriate to allow the candidate to have a selection of fall protection and PPE from which to select the most suitable types. In addition the Assessor could question the candidate with regard to the correct procedures for carrying and handling objects and verify that they understand the correct use of the fall protection equipment.

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 candidate 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.

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

Unit 19 Cleaning with water-fed pole systems (Y/502/2296)

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 (PPE) for cleaning with water-fed pole systems
 - 1.8 State the importance of using appropriate hazard warning signs
-

Unit 19 Cleaning with water-fed pole systems (Y/502/2296) (cont'd)

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 19 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
-

Unit 19 Cleaning with water-fed pole systems (Y/502/2296) (cont'd)**Assessment guidance**

Types of evidence: candidate report(s)

Assessment criteria: 1.1–1.8, 2.1–2.13, 3.1–3.8

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check cleaning with water-fed pole systems.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.8, 2.1–2.13, 3.1–3.8

Additional information: candidates 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.

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.

Candidates 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.

Unit 19 Cleaning with water-fed pole systems (Y/502/2296) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: work schedule

Assessment criteria: 1.2, 1.6, 1.7, 2.1, 2.5, 2.9–2.11

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when cleaning with water-fed pole systems.

The work schedule for 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.

The candidate 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 2 or more floors that require cleaning.

Unit 19 Cleaning with water-fed pole systems (Y/502/2296) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.1, 1.3, 1.8, 2.3, 2.4, 2.13, 3.1, 3.3, 2.5–2.13, 3.1–3.7

Additional information: candidates 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 with water-fed pole systems, by designing an information leaflet or booklet to be used with the work schedule.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- how to reduce risk when using water-fed poles
- the effects of different payloads on vehicles including overloading
- how and why to use hazard warning signs
- the procedure for reporting damaged equipment
- why faulty equipment should not be used
- why to have a designated contact person when working alone
- how and why to keep the tank free from residue build-up
- the importance of replacing filters in a timely manner
- why it's important to prevent the spread of legionella and other bacteria
- why tank systems should be correctly stored.

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.

Unit 19 Cleaning with water-fed pole systems (Y/502/2296) (cont'd)

Assessment guidance (cont'd)

Type of evidence: observation

Assessment criteria: 1.4, 1.5, 2.2, 2.7, 2.8, 3.2, 3.4

Additional information: candidates need to demonstrate that 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.

The Assessor should observe the candidate 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).

In addition the Assessor could question the candidate with regard to the correct procedures for ordering and replacing resources, 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.

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 candidate the importance of control measures to reduce risk, regular equipment checks, and the construction and usage of different types of water-fed poles can be clarified.

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

Unit 20 Internal cleaning of passenger transport (F/502/3071)

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 20 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, fixture 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 the inconvenience to colleagues, customers and the general public
 - 2.7 Describe the range of procedures that can be taken to minimise inconvenience
-

Unit 20 Internal cleaning of passenger transport (F/502/3071) (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 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
-

Unit 20 Internal cleaning of passenger transport (F/502/3071) (cont'd)**Assessment guidance**

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.10, 2.1–2.7, 3.1–3.8

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check the valeting of internal surfaces and furnishings in a passenger transport environment.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.10, 2.1–2.7, 3.1–3.8

Additional information: candidates 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.

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.

Candidates 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.

Unit 20 Internal cleaning of passenger transport (F/502/3071) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: work schedule

Assessment criteria: 1.1, 1.2, 1.4, 1.6, 1.8, 1.9, 2.1, 2.3, 2.5, 3.1

Additional information: candidates need to demonstrate an understanding of the importance of preparation and the correct methods to use when carrying out internal cleaning of passenger transport.

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.

The candidate 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.

Unit 20 Internal cleaning of passenger transport (F/502/3071) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information sheet or booklet

Assessment criteria: 1.5, 1.10, 2.4, 2.6, 2.7, 3.3, 3.6, 3.8

Additional information: candidates can demonstrate their understanding of the issues that could arise and how to deal with them, as well as basic procedures and processes in internal cleaning of passenger transport, by designing an information sheet or booklet to be used with the work schedule.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- how and why to report damaged or defective surfaces, equipment and premises
- what could happen if incorrect solutions, methods or equipment are used
- what colour coding is used and why it's important
- 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
- what to do in an emergency.

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.

Type of evidence: observation

Assessment criteria: 1.3, 1.7, 2.2, 3.2, 3.5, 3.7

Additional information: candidates need to demonstrate that 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 a clean, safe and working order.

Unit 20 Internal cleaning of passenger transport (F/502/3071) (cont'd)**Assessment guidance (cont'd)**

The Assessor should observe the candidate'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).

It would be appropriate to allow the candidate to have a selection of equipment, chemicals and PPE from which to select the most suitable types. Via questioning the Assessor can establish the candidate's understanding of the importance of returning equipment to the storage areas.

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 candidate the importance of thorough preparation, following manufacturers' instructions, cleaning and procedures, standards of cleaning, timely completion and checking the area after cleaning.

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

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337)

The learner will:

- 1 Understand how to prepare to clean soft floors and furnishings

The learner can:

- 1.1 Describe the importance of having an up-to-date cleaning specification and from where it can be obtained
 - 1.2 State the importance of maintaining personal hygiene when cleaning
 - 1.3 State the importance of removing personal items and where these should be stored
 - 1.4 State the importance of wearing the appropriate personal protective equipment and for others to see it being worn
 - 1.5 State the importance of checking health and safety instructions against organisational requirements
 - 1.6 Explain why it is important to follow the checks and restrictions for use of deep-cleaning equipment
 - 1.7 Describe how to assess that the material is suitable for the planned treatment
-

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337) (cont'd)

The learner will:

2 Understand how to maintain soft floors and furnishings

The learner can:

- 2.1 State the importance of removing superficial dust and debris before commencing the cleaning process and how this is done
 - 2.2 Describe the best methods and materials for carrying out deep cleaning identifying possible alternatives
 - 2.3 Describe methods of softening ground-in soiling and stains and how to identify when the material is soft enough
 - 2.4 Explain how to select the most appropriate place to carry out test cleans
 - 2.5 Explain why test cleans should be carried out before applying treatments
 - 2.6 Describe the circumstances in which equipment and surfaces should be pre-treated
 - 2.7 Explain why treatments should be applied evenly
 - 2.8 Describe how to clean methodically to reduce dust spreading
 - 2.9 State ways to avoid damaging surfaces and the possible results of any damage
 - 2.10 State the importance of taking precautions in cleaning unsecured items such as rugs
 - 2.11 State the possible dangers of working at heights and how to do so safely
 - 2.12 Describe the importance of removing any excess moisture from the area which has been cleaned
-

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337) (cont'd)

The learner will:

- 3 Be able to prepare to maintain soft floors and furnishings

The learner can:

- 3.1 Prepare the work area and equipment so that the task can be completed efficiently and safely
 - 3.2 Examine the material to make sure it is suitable for the planned treatment given the:
 - type of soiling
 - position
 - amount of soiling
 - 3.3 Identify whether the material is colourfast and shrink-resistant
 - 3.4 Identify and report damaged and deteriorated surfaces that may require restoration
 - 3.5 Identify and note any factors that may affect how the material is cleaned
 - 3.6 Identify any additional requirements that need to be applied other than supervisors' instructions
 - 3.7 Identify and move any portable objects that may hinder working
 - 3.8 Ventilate the area during deep cleaning
-

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337) (cont'd)

The learner will:

- 4 Be able to maintain soft floors and furnishings

The learner can:

- 4.1 Remove loose dust and debris before applying the cleaning agent or treatment
 - 4.2 Soften ground-in soil and stains before attempting to remove them
 - 4.3 Conduct a test clean in an area where marks are least likely to be noticed
 - 4.4 Apply the treatment safely according to manufacturer's instructions without over-wetting or damaging the material
 - 4.5 Assess the treated area and apply more treatment to remove stains safely where necessary
 - 4.6 Leave surfaces with an even appearance when work is completed
 - 4.7 Leave the material free of excess moisture and ground-in soil when work is completed
 - 4.8 Dispose of waste correctly
 - 4.9 Reinststate the work area
 - 4.10 Report stains that cannot be removed
-

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337) (cont'd)**Assessment guidance****Range**

- 1.5 **Organisational requirements** include policies, procedures and processes which an organisation has in place to meet legal, moral and regulatory requirements.
- 1.6 **Deep-cleaning equipment** is specialist equipment used by internally trained staff or trained external contractors, which is used to carry out a deep clean of surfaces, textiles or equipment. Steam may be used as the cleaning agent.
- 1.7 **Planned treatment** is a process of planned cleaning of surfaces, textiles or equipment over a set period of time.
- 2.3 **Soiling** covers dirt, smudging, stains or debris.
- 2.4 **Test cleans** involve identifying an area where a sample test cleaning process can be carried out safely, to check the results, before a full clean takes place.
-

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.7, 2.1–2.12, 3.1–3.8, 4.1–4.10

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how to prepare for, carry out and check the cleaning of soft floors and furnishings.

Types of evidence: group/professional discussion and written/oral questioning

Assessment criteria: 1.1–1.7, 2.1–2.12

Additional information: candidates 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.

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337) (cont'd)**Assessment guidance (cont'd)**

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.

Candidates 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.

Types of evidence: professional discussion and/or oral/written questioning

Assessment criteria: 1.1–1.7, 2.1–2.12

Additional information: candidates should show knowledge and understanding relating to preparing to clean soft floors and furnishings and the maintenance of soft floors and furnishings.

Candidates 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 discussion(s), and/or oral questioning could be recorded by video or audio means with feedback added by the Assessor.

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: observation

Assessment criteria: 3.1–3.8, 4.1–4.10

Additional information: candidates should be encouraged to demonstrate their cleaning skills by identifying an area or surface which requires a deep clean. This should involve removing ground-in soiling or a stain, carrying out a test clean, using PPE, and using equipment and chemicals safely according to manufacturers' recommendations. Once completed, learners should reinstate the area leaving it free from excessive moisture and making sure waste product is disposed of safely.

Assessors can use audio commentary or written observation reports backed up by video or photographs to confirm learning outcomes have been met as per this qualification specification. Feedback would be required to confirm achievement of the learning outcomes from the Assessor.

Types of evidence: information sheet or booklet

Assessment criteria: 1.1–1.7, 2.1–2.12, 3.1–3.8, 4.1–4.10

Additional information: candidates can demonstrate their understanding of how to clean and maintain soft floors and furnishings by designing an information sheet or booklet.

The information could cover individual or multiple assessment criteria, and focus on areas such as:

- the importance of wearing the appropriate PPE
- how to assess that the material is suitable for the planned treatment
- the best methods and materials for carrying out deep cleaning
- ways of avoiding damaging surfaces
- how to dispose of waste correctly
- how to report stains that cannot be removed.

Unit 21 Clean and maintain soft floors and furnishings (H/600/6337) (cont'd)**Assessment guidance (cont'd)**

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.

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

Unit 22 Principles of cleaning in food premises (K/602/5391)

The learner will:

- 1 Understand the reasons why cleaning is important in food premises

The learner can:

- 1.1 Define key terms associated with cleaning and food safety
 - 1.2 Describe the place of a cleaning specification within food safety management procedures
 - 1.3 Describe the costs and benefits of cleaning in food premises
 - 1.4 Identify the hazards associated with cleaning in food premises and the controls available for their reduction
 - 1.5 State the legal responsibilities of employers and employees with respect to general health and safety, risk assessment and the Control of Substances Hazardous to Health
-

The learner will:

- 2 Understand how to prepare to clean in food premises

The learner can:

- 2.1 Describe the storage requirements for chemicals and equipment
 - 2.2 Describe the measures necessary for personal hygiene with respect to toilet use, hand washing, overalls and sickness reporting
 - 2.3 Outline why scheduling of work is important, and state the role of rotas, frequencies, PPE and high-risk cleaning
 - 2.4 Outline why protecting food items is important when cleaning food premises
 - 2.5 Identify the importance of isolating, restoring, assembling and reassembling of food equipment to correct position
 - 2.6 Describe the appropriate use of cleaning equipment and products
 - 2.7 Outline why ventilation is important when completing cleaning tasks
-

Unit 22 Principles of cleaning in food premises (K/602/5391) (cont'd)

The learner will:

- 3 Understand the range of options available in the methods and materials for cleaning in food premises

The learner can:

- 3.1 Outline the controls that can be implemented to prevent contamination and cross-contamination and facilitate cleaning
 - 3.2 Describe the methods appropriate for cleaning fixtures and fittings including work benches, vents and canopies, service counters and areas, sinks, refrigerators, freezers, ovens, floors, walls, dishes and utensils
-

The learner will:

- 4 Understand the importance of measuring the impact of the cleaning undertaken in food premises

The learner can:

- 4.1 Identify and report faults in cleaning equipment and food equipment
 - 4.2 Identify and report signs of pest infestations and take appropriate action
 - 4.3 State the hazards and environmental impacts of cleaning in respect of waste and slurry
 - 4.4 Outline the steps for the maintenance of cleaning equipment
 - 4.5 Identify the controls for monitoring of cleaning standards with respect to food safety management procedures
-

Unit 22 Principles of cleaning in food premises (K/602/5391) (cont'd)**Assessment guidance****Range**

- 1.2 **Cleaning specification** is a cleaning rota, cleaning schedule, work sheet or any other organisational document which records type, method and frequency of cleaning tasks.
- 2.3 **High-risk cleaning** is cleaning which has the potential to cause harm to a person, whilst performing the cleaning task, eg cleaning an oven (chemical); grease trap (biological); walk-in refrigerator or freezer (environmental); and cleaning at heights (vents and extraction); prescribed dangerous machines (occupational) (NB age relevant under Provision and Use of Work Equipment Regulations 1998).
- 4.3 **Hazards** are anything that have the potential to cause harm, eg chemicals, equipment, working practices, pressure of work (stress).
- 4.3 **Environmental impact** is the effect the cleaning has upon the surrounding areas, watercourses, neighbouring premises and/or people, eg odours, noise, waste materials.
- 4.3 **Slurry** is a watery mixture of insoluble matter (such as mud, detritus, oils and fats)
- 4.5 **Food safety management systems** include the policies, documentation, working practices and food safety controls in place within a food premises which ensure that food sold commercially is safe to eat.
-

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.5, 2.1–2.7, 3.1, 3.2, 4.1–4.5

Additional information: candidates could produce one or more written reports which demonstrate an understanding of how and why to clean in food premises.

Unit 22 Principles of cleaning in food premises (K/602/5391) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: information leaflet or booklet

Assessment criteria: 1.1–1.3

Additional information: candidates need to show an understanding of the key terms associated with cleaning and food safety. They need to describe the role of the cleaning specification as part of the food safety management procedure, incorporating the costs and benefits of cleaning in food premises. The information could cover individual or multiple assessment criteria.

Type of evidence: assignment

Assessment criteria: 1.4–1.5, 2.7

Additional information: candidates could work to an assignment brief, creating a written study which includes identification of hazards, including inhalation of fumes, when cleaning food premises, cost implications, legal responsibilities of employers and employees, COSHH requirements, health and safety principles and risk assessments.

Types of evidence: professional discussion and/or oral/written questioning

Assessment criteria: 2.1–2.7, 3.2, 4.1–4.5

Additional information: candidates could show knowledge and understanding relating to pest control, waste management, monitoring and control of cleaning standards, cleaning of fixtures and fittings, safe chemical storage, personal hygiene requirements and understanding of cleaning rotas.

Candidates 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 discussion(s), and/or oral questioning could be recorded by video or audio means with feedback added by the Assessor.

Unit 22 Principles of cleaning in food premises (K/602/5391) (cont'd)

Assessment guidance (cont'd)

Type of evidence: observation

Assessment criteria: 3.1

Additional information: candidates could demonstrate their understanding of the issues relating to contamination and cross-contamination by actually demonstrating cleaning equipment used for food preparation, eg cleaning colour-coded chopping boards used for raw meat preparations and cleaning those used for cooked meat preparation, giving an explanation why colour-coding is needed.

Candidates could be encouraged to learn how to dismantle a piece of kitchen equipment safely, clean the equipment and re-assemble safely using PPE, cleaning equipment and chemicals.

Photographic evidence and/or Assessor audio commentary could be supplied to evidence this activity with feedback from the Assessor to confirm learning outcomes have been met, as per this qualification specification.

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Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769)

The learner will:

- 1 Understand the importance of maintaining a clean environment

The learner can:

- 1.1 Describe the importance of a clean working environment
 - 1.2 Describe workplace cleaning schedules
 - 1.3 Describe the purpose of colour-coding cleaning equipment
 - 1.4 Describe the uses of the following chemicals:
 - detergent
 - disinfectant
 - sanitiser
 - 1.5 Describe the cleaning methods and safe storage requirements for cleaning equipment
-

The learner will:

- 2 Understand roles and responsibilities in relation to cleaning, decontamination and waste management

The learner can:

- 2.1 Describe the cleaning, decontamination and waste management roles and responsibilities of:
 - employees
 - employers
 - specialist personnel
 - 2.2 Describe the procedure that employees should follow if they have concerns over standards of hygiene
 - 2.3 Describe the importance of regular training for staff
-

Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769) (cont'd)

The learner will:

- 3 Know the principles of decontamination processes

The learner can:

- 3.1 Define the term 'decontamination'
 - 3.2 Outline the stages of decontamination
 - 3.3 Describe the importance of decontamination
 - 3.4 Describe the procedures to follow when using cleaning agents
 - 3.5 Describe the procedures to follow when using disinfecting agents
 - 3.6 Describe the safety procedures used at different stages of decontamination
 - 3.7 Describe the use of personal protective equipment during the decontamination process
 - 3.8 Identify the cleaning and storage requirements for decontamination equipment
-

The learner will:

- 4 Understand how to safely handle laundry

The learner can:

- 4.1 Describe the risks associated with handling laundry
 - 4.2 Describe safe working procedures that help to minimise the spread of infection when handling laundry
 - 4.3 Describe the process for:
 - storage of contaminated laundry
 - collection of contaminated laundry
 - cleaning of contaminated laundry
 - returning clean laundry to individuals
-

Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769) (cont'd)

The learner will:

5 Understand the principles of effective waste management

The learner can:

- 5.1 Identify current legislation relating to waste management
 - 5.2 Identify the categories of waste related to the workplace
 - 5.3 Describe safe disposal methods for the different categories of waste
 - 5.4 Define what is meant by the term 'biological spillage'
 - 5.5 Describe the actions to take to deal with biological spillages
-

Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769) (cont'd)**Assessment guidance****Range**

- 1.3 **Colour-coding involves** equipment such as buckets, mop heads, handles and cleaning cloths being co-ordinated by colour to identify the areas designated for use, eg red for high-risk areas. This should meet organisational policies, trust policies and/or local policies to minimise the spread of infection.
- 2.1 **Cleaning, decontamination and waste management** covers identifying types of waste and specific methods to deal with both high and low risk waste such as sharps. Elements of legislation including health and safety, food safety, COSHH and Controlled Waste Regulations should be covered.
- 3.6 **Stages of decontamination include** planning, cleaning, disinfecting, assessment.
- 3.8 **Storage requirements for decontaminated equipment** will incorporate elements of legal requirements, local policies, organisational policies and best practice as advised by manufacturers and industry guidelines as well as associated Approved Codes of Practice (ACOP).
- 4.2 **Spread of infection** is the passing of germs, bacteria and infections via hands, equipment and other vehicles from dirty to clean areas. Can also be known as cross-contamination.
- 5.1 **Current legislation** relates to the current legal requirements (including ACOP) that are in operation at the time the candidate studies the qualification. Assessors and Internal Moderators are required to take ongoing Continued Professional Development (CPD) to keep up with any changes that may occur.
- 5.2 **Categories of waste** eg general waste, recycling, paper, sharps (including any item that has the potential to cause laceration or puncture wound), food waste, clinical/biological waste.

Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769) (cont'd)**Assessment guidance (cont'd)**

- 5.3 **Safe disposal methods** are in-line with legal, local, organisational or other policies which are currently in force at the time the candidate takes the qualification. Will involve elements of health and safety, PPE at work, COSHH, and Manual Handling Regulations.
- 5.4 **Biological spillage** is the spillage of body fluids or materials such as blood, urine, vomit or faeces. Any body fluid must be regarded as potentially infectious.
-

Type of evidence: candidate report(s)

Assessment criteria: 1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.4, 3.5, 3.8, 5.1, 5.4, 5.5

Additional information: candidates could produce one or more written reports which demonstrate an understanding of decontamination, cleaning and waste management.

Types of evidence: information leaflet or booklet

Assessment criteria: 1.2, 1.3

Additional information: candidates could produce an information leaflet for new colleagues joining the organisation, explaining how cleaning schedules and colour-coding of equipment is an important tool to help reduce the risks of infection.

The evidence generated in this assignment could be fed into the discussion or questioning as outlined for the work schedule task above. The information could cover individual or multiple assessment criteria.

Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: chart

Assessment criteria: 2.1, 5.2, 5.3

Additional information: candidates could produce a detailed chart incorporating employer, employee and specialist roles and responsibilities when cleaning, decontaminating and disposing of waste. Candidates could annotate the chart to demonstrate their understanding of key terms and processes.

Types of evidence: diagram, chart or illustration

Assessment criteria: 3.2, 3.3, 3.6, 3.7

Additional information: candidates could research and produce a diagram, chart or illustration outlining the stages of decontamination incorporating the importance of thorough decontamination and the safety procedures, including uses of PPE. Candidates could annotate the chart to demonstrate their understanding of key terms and processes.

Type of evidence: individual notes from a small discussion group

Assessment criteria: 4.3

Additional information: candidates could participate in a small discussion which could be assessed via, observation or video recording. Candidates could also prepare a report.

Candidates 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.

Unit 23 Principles of decontamination, cleaning and waste management (M/506/2769) (cont'd)

Assessment guidance (cont'd)

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Unit 24 Principles of infection control (Y/506/2815)

The learner will:

- 1 Know how infection is caused

The learner can:

- 1.1 Define the terms:
 - infection
 - colonisation
 - 1.2 Define the terms:
 - pathogenic
 - non-pathogenic
 - 1.3 Describe the difference between systemic and local infection
 - 1.4 Identify infections that may be:
 - systemic
 - localised
 - 1.5 Describe the characteristics of:
 - bacteria
 - viruses
 - fungi
 - parasites
 - 1.6 State common illnesses caused by:
 - bacteria
 - viruses
 - fungi
 - parasites
-

Unit 24 Principles of infection control (Y/506/2815) (cont'd)

The learner will:

2 Understand how infection can spread

The learner can:

2.1 Describe the conditions required for growth of:

- bacteria
- viruses
- fungi
- parasites

2.2 Describe how microorganisms can:

- enter the body
- exit the body

2.3 Describe common sources of infection

2.4 Describe what is meant by:

- indirect contact
- direct contact

2.5 Describe what is meant by cross infection

The learner will:

3 Understand the 'chain of infection'

The learner can:

3.1 Outline the links of the 'chain of infection'

3.2 Describe why measures are taken to break the chain

3.3 Describe the steps that can be taken to break the chain of infection

Unit 24 Principles of infection control (Y/506/2815) (cont'd)**Assessment guidance****Range**

- 1.5 **Bacteria** includes staphylococcus aureus, clostridium difficile, legionella, mycobacterium tuberculosis, clostridium tetani (tetanus).
 - 1.5 **Viruses** include rubella (measles), mumps, hepatitis B and C, cold/influenza, HIV.
 - 1.5 **Fungi** includes ringworm, athlete's foot, thrush.
 - 1.5 **Parasites** include head lice, scabies, roundworms, flatworms.
 - 2.4 **Indirect contact** is contamination by touching a surface or object which is contaminated eg a door handle or hand rail.
 - 2.4 **Direct contact** is contamination directly from one person to another via touching, bodily contact and body lesions.
 - 3.1 **Chain of infection** is the processes and factors that link together to allow infection to spread. Current NHS guidelines should be included.
-

Type of evidence: candidate report(s)

Assessment criteria: 1.1–1.4

Additional information: candidates could produce one or more written reports which demonstrate an understanding of infection control and the chain of infection.

Types of evidence: annotated diagrams or illustrations

Assessment criteria: 1.4–1.6, 2.1

Additional information: candidates could research and produce diagrams showing they have met the assessment criteria.

Unit 24 Principles of infection control (Y/506/2815) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: professional/group discussion and/or written/oral questioning

Assessment criteria: 1.1–1.6, 2.1–2.5, 3.1–3.3

Additional information: each candidate could respond to a set of written questions covering the assessment criteria. Both questions and answers would need to be recorded – either written or via video or audio recordings.

Candidates should show knowledge and understanding relating to infection control and the chain of infection.

Candidates 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 discussion(s), and/or oral questioning could be recorded by video or audio means with feedback added by the Assessor.

Type of evidence: leaflet/booklet

Assessment criteria: 2.2–2.5, 3.1–3.3

Additional information: the candidate could research and produce a leaflet aimed at an induction training session for a new team member. The leaflet could explain how microorganisms enter and exit the body, direct and indirect contact, cross-infection, the chain of infection, breaking the chain of infection and why this is important. The information could cover individual or multiple assessment criteria.

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

Section 4

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English:

All units

Mathematics:

There are no specific opportunities to develop this skill

ICT:

There are no specific opportunities to develop this skill

PLTS Independent Enquirers:

There are no specific opportunities to develop this skill

PLTS Creative Thinkers:

There are no specific opportunities to develop this skill

PLTS Reflective Learners:

There are no specific opportunities to develop this skill

PLTS Team Workers:

Unit 03

PLST Self-managers:

There are no specific opportunities to develop this skill

PLTS Effective Participators:

There are no specific opportunities to develop this skill

For further information please contact a member of the Research and Product Development team.

Section 5

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Cleaning and Support Services/Cleaning Services Supervision. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Asset Skills Level 2 Standards for Cleaning and Support Services/Cleaning Services Supervision.

NCFE unit number/title	NOS unit number/title
Unit 01 Dealing with routine and non-routine waste	C2 07 Deal with routine waste C2 16 Deal with non-routine waste
Unit 02 Health and safety for the cleaning and support services industry	C3 04 Ensure health and safety requirements are met in your area of responsibility (MSC) C2 01 Ensure your own actions reduce risks to health and safety
Unit 05 Cleaning and maintenance of external surfaces and areas	C2 06 Clean and maintain external surfaces and areas
Unit 06 Cleaning of confined spaces	C2 10 Clean confined spaces
Unit 07 Cleaning of food areas	C2 11 Clean food areas
Unit 08 Cleaning of glazed surfaces and facades	C2 15 Clean glazed surfaces and façades
Unit 09 Cleaning of high risk areas (controlled environments)	C2 09 Clean high risk areas
Unit 10 Cleaning of interiors and washrooms	C2 08 Clean washrooms and replenish supplies
Unit 12 Deep cleaning of internal equipment, surfaces and areas	C2 12 Deep clean equipment and surfaces
Unit 13 Maintenance and minor repairs of property	C2 17 Carry out maintenance and minor repairs
Unit 14 Manual street cleaning	C2 18 Perform street cleansing manually
Unit 15 Mechanical street cleaning	C2 19 Perform street cleansing by machine
Unit 16 Periodic cleaning of hard and semi-hard floors	C2 13 Clean, maintain and protect hard floors
Unit 17 Periodic cleaning of soft floors and furnishings	C2 14 Clean and maintain soft floors and furnishings

Unit 18 Working safely at heights in the cleaning and support services industry	C2 20 Work safely at heights (PSSL)
Unit 19 Cleaning with water-fed pole systems	C2 21 Use a water-fed pole system to clean windows and facades
Unit 21 Clean and maintain soft floors and furnishings	C2 14 Clean and maintain soft floors and furnishings

Section 6

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 our Diversity and Equality policy is available on the NCFE website.

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 moderation 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.

Candidates 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.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***