

# Qualification Handbook

## BIIAB Level 3 Diploma in Cleaning Supervision Skills

601/7741/X

C00/0768/2

Version 2

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## **1. About the BIIAB Level 3 Diploma in Cleaning Supervision Skills Qualification**

This qualification has been developed in conjunction with employers by the Sector Skills Council, Asset Skills, prior to the establishment of ‘The Building Futures Group’. Asset Skills was the industry skills body for facilities management, housing, property, cleaning and parking.

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulation in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>	<b>Qualification Wales Approval/Designation Number</b>
BIIAB Level 3 Diploma in Cleaning Supervision Skills	601/7741/X	C00/0768/2

## **2. Objective and Purpose of the Qualifications**

The BIIAB Level 3 Diploma in Cleaning Supervision Skills has been designed to enable learners to obtain and then demonstrate the competence required to work effectively within a cleaning role at level 3. The primary purpose of the qualification is therefore to confirm occupational competence at level 3 in cleaning.

This qualification, along with Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Advanced Apprenticeship in Cleaning and Environmental Support Services (England/Wales) (Level 3).

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

This qualification supports progression as a Cleaning Supervisor/ Team Leader.

Due to constant regulatory, policy and funding changes users are advised to check the funding status of these qualifications for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

### **3. About this Pack**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 3 Diploma in Cleaning Supervision Skills Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Cleaning Supervision Skills learners must gain a **total of 37** credits. This **must** consist of:

- **Minimum total** credit: **37**
- Mandatory group A **minimum** credit: **16**
- Optional unit groups B **minimum** credit: **5**
- Optional unit groups C **minimum** credit: **16**
- A **minimum of 29** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **227**
- TQT: **370**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### Mandatory Group A

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CCSS21	J/600/6363	Supervise cleaning staff	3	4	32	Portfolio
CCSS22	L/600/6414	Support equality, diversity and individual rights in the workplace	3	4	23	Portfolio
CCSS23	Y/600/6366	Contribute to the implementation of systems and best practice in cleaning	3	2	14	Portfolio
CCSS24	L/600/9703	Develop and implement a risk assessment plan in own area of responsibility	4	6	20	Portfolio

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## Optional Group B

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CFAQ60	L/601/0933	Give customers a positive impression of yourself and your organisation	2	5	33	Portfolio
MSCSP	J/601/1515	Monitor and solve customer service problems	3	6	40	Portfolio

## Optional Group C

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CCSS25	D/600/6420	Maintain a sustainable environment in cleaning	3	3	17	Portfolio
CCSS26	H/600/6418	Supervise the cleaning of food areas	3	3	25	Portfolio
CCSS27	H/600/6421	Train and develop cleaning staff	3	4	32	Portfolio
CCSS28	K/600/6419	Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning	3	4	26	Portfolio
CCSS29	R/601/4871	Examine staff turnover issues and recruit staff in a cleaning environment	3	5	32	Portfolio
CFAQ79	M/600/9600	Set objectives and provide support for team members	3	5	35	Portfolio
H31	H/502/4097	Contribute to the control of resources	3	4	30	Portfolio
CCSS30	L/503/9631	Working in Facilities Services	2	3	20	Portfolio
CCSS31	J/503/9353	Understanding performance management	3	2	7	Portfolio
CCSS32	T/504/6198	Encourage colleague involvement in recycling	3	3	22	Portfolio
CCSS33	H/504/6200	Principles of managing and resolving conflict in the workplace	3	3	20	Portfolio
CCSS34	A/504/6199	Implement quality management systems	3	2	16	Portfolio

## Barred Units

<b>This Unit/s (Title and URN)</b>	<b>Is Barred Against</b>
Give customers a positive impression of yourself and your organisation (L/601/0933)	Monitor and solve customer service problems J/601/1515

## 7. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

## 8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in a Cleaning Supervisor/ Team Leader role. It will also allow for progression into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Management 601/4601/1
- Career progression.



## **9. Assessment**

### **Overview of Assessment Strategy**

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### **Assessment Process**

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Strategy**

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team leading qualification.

### **Assessment Strategy**

#### **Requirements of assessors, external and internal verifiers**

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

**IQAs must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in practice.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in practice.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

BIIAB require all assessors, moderators and verifiers to maintain current competence to deliver these functions and recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

### **Evidence from Workplace Performance**

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

## Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- BIIAB Assessment Knowledge Modules (AKMs)
- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

## Simulation

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

## Employer Direct Model

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Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

Under this model, the employer, with the agreement of BIIAB may choose between:

- achieving the appropriate approved qualifications for assessment/verification

OR

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by BIIAB as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered by BIIAB on an individual organisation and qualification basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards.

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## 10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the units.

All of these resources are available for download via the HUB on [centrezone.bii.org](http://centrezone.bii.org)

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Evidence Matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

### **Assessment Knowledge Modules (AKMs)**

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not** the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

### **Assessment Guidance for each of the AKMs**

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access to this document upon approval for the qualification.

### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by Skills CFA, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezon.bii.org](http://centrezon.bii.org)

### **Summative Reflective Account**

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **12. Design and Delivery**

Each unit within the qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the chosen delivery methods meet their learner's needs.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unique Reference Number (URN)**



The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **14. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org) . Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

## **15. Mandatory Units**

The following units are mandatory for the BIIAB Level 3 Diploma in Cleaning Supervision Skills qualification. For access to all optional units please visit [centrezone.biiab.org](http://centrezone.biiab.org)

<b>Unit Title</b>	<b>Supervise cleaning staff</b>	
<b>BIIAB Reference</b>	<b>CCSS21</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>32</b>	
<b>Unit Reference No.</b>	<b>J/600/6363</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how to plan the work of cleaning staff	1.1	Explain the importance of ensuring staff understand the requirements of a piece of work
	1.2	Explain the importance of knowing what resources are available before planning work
	1.3	Explain how to identify the requirements of a piece of work and the resources needed to complete it
	1.4	Explain how to develop staff rotas and schedules
	1.5	Explain why it is important to have a contingency plan
	1.6	Assess how to make best use of the abilities and diversity of staff
	1.7	Explain why it is important to consult other people about work plans
	1.8	Describe the types of constraints which may influence planning
	1.9	Describe situations which may cause plans to require updating
	1.10	Explain the importance of checking that staff have understood the briefing
2 Understand how to monitor the work of cleaning staff	2.1	Interpret the areas of health and safety legislation which are relevant to cleaning staff
	2.2	Interpret the areas of employment law which are relevant to cleaning staff
	2.3	Explain the importance of ensuring staff are meeting agreed requirements
	2.4	Explain how to observe staff carrying out work without causing disruption to them
	2.5	Explain the types of support cleaning staff may require whilst carrying out their work
	2.6	Explain how support can be best provided to cleaning staff during cleaning
	2.7	Explain the types of problems which may occur during cleaning
	2.8	Explain how to deal effectively with problems which occur during cleaning

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Supervise cleaning staff</b> <b>CCSS21</b> <b>3</b> <b>4</b> <b>32</b> <b>J/600/6363</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
3 Understand how to give cleaning staff feedback on their work	3.1 Explain the importance of providing staff with clear, objective feedback on their work 3.2 Explain the factors which should be considered when choosing a time and location to provide feedback to cleaning staff 3.3 Explain how different methods of providing staff with feedback may be used 3.4 Explain the importance of praising staff's achievements 3.5 Explain the importance of identifying areas where staff can improve their performance 3.6 Explain the importance of showing respect for staff members when providing feedback 3.7 Explain the importance of confidentiality when providing feedback to staff 3.8 Explain how providing staff with feedback helps to motivate them and gain their commitment
4 Be able to plan the work of cleaning staff	4.1 Collect relevant information about the work that must be planned 4.2 Identify the requirements that must be met and the resources that are available for the work 4.3 Allocate staff resources in a way which makes best use of their abilities 4.4 Allocate physical resources according to requirements 4.5 Develop contingency plans for things that may not go to plan 4.6 Check plans with appropriate people 4.7 Review and revise plans to take into account feedback and changes in requirements or resources 4.8 Perform a briefing for cleaning staff on the plans and check their understanding
5 Be able to monitor the work of cleaning	5.1 Observe cleaning staff carrying out tasks to ensure their work meets the required standard 5.2 Provide staff with support as necessary 5.3 Deal with any problems as they arise within the limits of own responsibility

<b>Unit Title</b>	<b>Supervise cleaning staff</b>	
<b>BIIAB Reference</b>	<b>CCSS21</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>32</b>	
<b>Unit Reference No.</b>	<b>J/600/6363</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
6 Be able to give cleaning staff feedback on their work	6.1	Provide staff with clear, objective feedback as soon as possible after the event, in a suitable environment
	6.2	Make constructive suggestions to staff about how they can improve their performance
	6.3	Allow staff the opportunity to respond to feedback and agree next steps

<b>Unit Title</b>	<b>Support equality, diversity and individual rights in the workplace</b>	
<b>BIIAB Reference</b>	<b>CCSS22</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>23</b>	
<b>Unit Reference No.</b>	<b>L/600/6414</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the terms equality, diversity and discrimination	1.1	Define the terms: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• discrimination</li> </ul>
	1.2	Explain the types of inequality and discrimination that can occur in the workplace
	1.3	Explain the potential impact of inequality in the workplace
2 Understand the legislation which provides equality in the workplace	2.1	List the areas of equality and diversity legislation relevant to the working environment
	2.2	Explain own rights, expected behaviour and responsibilities in relation to the legislation
	2.3	Explain how rights, expected behaviour and responsibilities relate to own job role
3 Understand how behaviour can support equality and diversity in the workplace	3.1	Explain how own behaviour can have a positive or negative affect in relation to equality and diversity in the workplace
	3.2	Describe activities that encourage individuals to be more valued in the workplace
	3.3	Describe ways in which workplace communication supports equality and diversity
	3.4	Explain the internal support available to address issues of equality and diversity
	3.5	Identify how own behaviour and that of others can support equality and diversity in the workplace
4 Understand the importance of promoting equality and valuing diversity in the workplace	4.1	Describe how the promotion of equality and diversity can protect people from the risk of harm
	4.2	Explain the benefits of promoting equality and diversity in the workplace
	4.3	Identify workplace procedures which promote equality and diversity

<b>Unit Title</b>	<b>Contribute to the implementation of systems and best practice in cleaning</b>	
<b>BIIAB Reference</b>	<b>CCSS23</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>14</b>	
<b>Unit Reference No.</b>	<b>Y/600/6366</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how systems and processes for cleaning are implemented	1.1	Identify factors which may impact on the implementation of systems and processes for cleaning operations
	1.2	Describe methods of communicating information to staff regarding systems and processes
2 Understand how to monitor and evaluate cleaning systems and processes	2.1	Explain the importance of monitoring systems and processes
	2.2	Explain how to identify sources of best practice in cleaning systems and processes
	2.3	Describe the methods to evaluate systems and processes
	2.4	Explain the process for reporting outcomes of the evaluation process
3 Be able to implement systems and processes for cleaning and communicate these to staff	3.1	Describe the factors that should be taken into account when implementing systems and processes for cleaning
	3.2	Implement systems for the effective performance of cleaning which: <ul style="list-style-type: none"> <li>• comply with legal requirements</li> <li>• comply with best practice</li> <li>• contribute to improved performance</li> </ul>
	3.3	Advise staff about new systems for cleaning and procedures that need to be implemented
4 Be able to monitor, evaluate and provide feedback on systems and processes	4.1	Monitor systems and processes and identify areas for improvement
	4.2	Identify sources of best practice in cleaning systems and processes to assist evaluation
	4.3	Evaluate systems and processes in place and change them as required
	4.4	Report findings of the evaluation process to the appropriate person



<b>Unit Title</b>	<b>Develop and implement a risk assessment plan in own area of responsibility</b>	
<b>BIIAB Reference</b>	<b>CCSS24</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>L/600/9703</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the legal requirements and personal responsibilities for health and safety within an organisation	1.1	State the legal requirements that apply to own role in relation to health and safety
	1.2	Consult with specialist advisor(s) on health and safety policy and procedures
	1.3	Explain an organisation's health and safety responsibilities
	1.4	Describe health and safety responsibilities in own area of responsibility
2 Be able to promote the importance of health and safety practices	2.1	Communicate an organisation's written health and safety policy to individuals within own area of responsibility
	2.2	Allocate sufficient resources to deal with health and safety issues in own area of responsibility
3 Be able to ensure that hazards and risks are identified and managed in own area of responsibility	3.1	Consult with colleagues on health and safety hazards and risks in own area of responsibility
	3.2	Assess health and safety hazards and risks in own area of responsibility
	3.3	Identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements
	3.4	Develop and implement a plan in own area of responsibility
4 Be able to monitor and review health and safety performance and policy in own area of responsibility	4.1	Establish procedures that monitor health and safety performance in own area of responsibility
	4.2	Review the health and safety performance of own area of responsibility
	4.3	Review the health and safety policy in own area of responsibility

## Notices

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