



Level 2 Certificate In  
**CLEANING PRINCIPLES**

## Qualification Specification

Qualification recognition number: 601/3024/6  
Qualification Reference: L2CCP

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## Section One

### Centre Requirements

#### 1.1 Introduction

##### Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

##### Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

##### Our Vision

“We envisage a place in which every learner realises their full potential.”

##### Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

## Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 2 Certificate in Cleaning Principles**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### 1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

### 1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

### 1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd  
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Telford Way  
Coalville  
Leicestershire  
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Tel: 01530 836662

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E-mail: [qualifications@futurequals.com](mailto:qualifications@futurequals.com)

Website: [www.futurequals.com](http://www.futurequals.com)

## Section Two

### Qualification Information

#### 2.1 Qualification Outline

##### Purpose and Aims

The Level 2 Certificate in Cleaning Principles is for anyone who currently is working as a cleaner or who is looking for their first job within the cleaning industry. This qualification will focus on the supporting skills and knowledge required for specific cleaning tasks and range from cleaning floors, windows, washrooms and furniture to operating mechanical street cleaners and cleaning safely at heights.

**The Total Qualification Time (TQT) for this qualification is: 130**

**Guided Learning (GL) for this qualification is: 110 hours**

**Minimum credits required to achieve the qualification: 13**

**Suitable for age ranges: 16-18, 19+**

**Method of assessment:** Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

#### 2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications> and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<http://www.delni.gov.uk>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner’s final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

### 2.3 Progression

The Level 2 Certificate in Cleaning Principles has been specifically designed to support progression on to other relevant qualifications, including the Level 2 Certificate in Cleaning and Support Services Skills, the Level 3 Certificate in Cleaning Supervision Skills and the Level 3 Diploma in Cleaning Supervision Skills.

### 2.4 Assessment Principles

The Level 2 Certificate in Cleaning Principles must be assessed according to the Asset Skills Assessment Principles.

### 2.5 Qualification Structure

To achieve the Level 2 Certificate in Cleaning Principles learners must achieve a minimum of 13 credits. They must complete 3 mandatory components in Group M (10 credits) and achieve a minimum of 3 credits from Group O optional components.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	R/502/2250	Dealing with routine and non-routine waste	4	2
2	Y/502/2251	Health and Safety for the cleaning and support services industry	4	2
3	D/502/2252	Working with customers and others in the cleaning and support services industry	2	2

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
K/502/2268	Cleaning and maintenance of external surfaces and areas	3	2
T/502/2273	Cleaning of confined spaces	3	2
L/502/2277	Cleaning of food areas	4	2

L/502/2280	Cleaning of glazed surfaces and facades	3	2
H/502/2284	Cleaning of high risk areas _controlled environments_	4	2
K/502/2285	Cleaning of interiors and washrooms	3	2
M/502/2286	Cleaning of specialist electronic equipment	3	2
T/502/2287	Deep cleaning of internal equipment surfaces and areas	4	2
A/502/2288	Maintenance and minor repairs of property	3	2
F/502/2289	Manual street cleaning	3	2
T/502/2290	Mechanical street cleaning	4	2
J/502/2293	Periodic cleaning of hard and semi hard floors	3	2
L/502/2294	Periodic cleaning of soft floors and furnishings	3	2
Y/502/2296	Cleaning with water fed pole systems	3	2
F/502/3071	Internal cleaning of passenger transport	3	2
R/502/2295	Working safely at heights in the cleaning and support services industry	4	2

## 2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.



## Section Three

### Assessment Principles and Component Specifications

#### 3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

Components will be achieved through the acquisition of evidence by the learner and submission to their assessor. Components may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.



### 3.2 Component Specifications

## Component 1: Dealing with routine and non-routine waste

Component Reference Number: R/502/2250

Level: 2  
Credit: 4  
GL: 35

### Component Summary

This component is about ensuring that the learner understands how to handle, deal with and transfer routine and non-routine waste, hazardous and non-hazardous, and clinical waste.

### Assessment Guidance

Assessment requirements specified by Asset Skills

Mandatory components - This component is to be assessed by an externally set assessment covering knowledge.

### Relationship to Occupational Standards

This component is linked to the national occupational standards C2.07 and C2.16.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand procedures for handling routine and non-routine waste	1.1 Describe different types of waste, including: <ul style="list-style-type: none"><li>• Routine</li><li>• Non-routine</li><li>• Hazardous</li><li>• Non-hazardous</li><li>• Clinical</li></ul>
	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
2 Understand how to handle and transfer routine and non-routine waste	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

## Component 2: Health and Safety for the cleaning and support services industry

Component Reference Number: Y/502/2251

Level: 2  
Credit: 4  
GL: 35

### Component Summary

This component is about providing learners with an understanding of health and safety legislation and how to work safely. Learners will also develop an awareness of ways of controlling risks when working in a cleaning and support services environment

### Assessment Guidance

Assessment requirements specified by Asset Skills

Mandatory components - This component is to be assessed by an externally set assessment covering knowledge

### Relationship to Occupational Standards

This component is linked to the national occupational standard C2.01.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the health & safety legislation which applies to the Cleaning & Support Services industry	1.1 Describe the health & 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
2 Understand how to work in a safe manner.	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
3 Understand how to control risks in the workplace	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

### Component 3: Working with customers and others in the cleaning and support services industry

Component Reference Number: D/502/2252

Level: 2  
Credit: 2  
GL: 18

#### Component Summary

This component is about learners communicating politely and effectively with customers and others when performing cleaning tasks. The component also covers working with others, giving help to others when they need it and responding appropriately when disagreements arise

#### Assessment Guidance

Assessment requirements specified by Asset Skills.

Mandatory components - This component is to be assessed by an externally set assessment covering knowledge

#### Relationship to Occupational Standards

This component is linked to the national occupational standard C2.02.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand how to communicate effectively with customers	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
2 Understand how to meet customers' needs	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
	3.1 Explain the importance of teamwork

3 Understand how to contribute to effective team working	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



## Section Four

### Centre Information

#### 4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

#### 4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

## 4.3 Identification Requirements and Learner Authenticity

### Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

### Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

**Statement of confirmation of authenticity**

*I declare that the work presented for this component is entirely my own work.*

The learner must sign and date the declaration.

#### **4.4 Legal Considerations**

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

# FutureQuals<sup>™</sup>

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