



Level 2 Certificate In  
**CLEANING AND SUPPORT SERVICES SKILLS**

## Qualification Specification

Qualification recognition number: 601/3009/X  
Qualification Reference: L2CCSSS

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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 and Support Services Skills**. 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  
EMP House  
Telford Way  
Coalville  
Leicestershire  
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

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 and Support Services Skills is a qualification aimed at individuals who intend to gain formal recognition of their competence to work in a cleaning or supporting role. It is suitable for individuals working or intending to work in a variety of roles, including but not limited to cleaners, housekeepers, care workers, room attendants, laboratory technicians, caretakers and kitchen assistants.

**The Total Qualification Time (TQT) for this qualification is: 180**

**Guided Learning (GL) for this qualification is: 130 hours**

**Minimum credits required to achieve the qualification: 18**

**Suitable for age ranges:** Pre 16, 16-18, 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.

**Grading:** There is no specific grading criteria for this qualification.

#### 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

Once learners have completed this qualification they could progress on to the Level 3 in Cleaning Supervision Skills.

### 2.4 Assessment Principles

The FAQ Level 2 Certificate in Cleaning and Support Services Skills must be assessed according to the Assett Skills assessment Principles.

### 2.5 Qualification Structure

To achieve the Level 2 Certificate in Cleaning and Support Services Skills learners must achieve a minimum of 18 credits. They must complete 3 mandatory components in Group M (7 credits), a minimum of 2 credits from Optional Group O1 (3 maximum credits) and a minimum of 9 credits from Optional Group O2 (15 maximum credits).

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	M/600/2775	Reduce risks to health and safety in the workplace	3	2
2	D/600/6322	Communicate effectively in the workplace	2	2
3	R/600/6351	Develop yourself in the job role	2	2

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
J/600/6279	Work with others and follow reporting procedures	2	1
A/600/6280	Work individually and follow reporting procedures in a cleaning environment	3	1

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level

K/600/6324	Clean and maintain internal surfaces and areas	4	2
M/600/6325	Clean and maintain external surfaces and areas	4	2
F/600/6331	Clean confined spaces	4	2
J/600/6332	Clean food areas	4	2
L/600/6333	Deep clean equipment and surfaces	6	2
D/600/6336	Clean, maintain and protect semi-hard and hard floors	4	2
H/600/6337	Clean and maintain soft floors and furnishings	4	2
M/600/6342	Clean glazed surfaces and facades	3	2
T/600/6343	Deal with non-routine waste	3	2
A/600/6344	Carry out maintenance and minor repairs	3	2
F/600/6345	Perform street cleansing manually	3	2
J/600/6346	Perform street cleansing mechanically	4	2
R/600/6348	Work safely at heights	3	2
L/600/6350	Use a water-fed pole system to clean windows and facades	4	2
T/600/6326	Deal with routine waste	3	2
J/600/6329	Clean washrooms and replenish supplies	3	2
A/600/6330	Clean high risk areas	5	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.

1.1 Assessment should normally be at the candidate'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.

1.2 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 candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.

1.3 Asset Skills does not prescribe a minimum number of observations, however, evidence provided must demonstrate that competency is consistent and reliable.

1.4 Assessors can only assess in their acknowledged area of occupational competence.

1.5 Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.

1.6 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.

For further details visit:

[http://cdn.cityandguilds.com/ProductDocuments/Built\\_Environment\\_Services/Cleaning\\_Services/7694/Assessment\\_materials/7694\\_Sector\\_skills\\_council\\_assessment\\_strategy\\_v1.pdf](http://cdn.cityandguilds.com/ProductDocuments/Built_Environment_Services/Cleaning_Services/7694/Assessment_materials/7694_Sector_skills_council_assessment_strategy_v1.pdf)



### 3.2 Component Specifications

## Component 1: Reduce risks to health and safety in the workplace

Component Reference Number: M/600/2775

Level: 2

Credit: 3

GL: 25

### Component Summary

This component is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

### 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 Know about their organisation's health and safety procedures	1.1 Describe their responsibilities and legal duties for health and safety in the workplace
	1.2 Identify responsibilities and legal duties for health and safety specific to their own job role
	1.3 Name and locate the person responsible for health and safety in their area of work
	1.4 Describe where and when to get additional health and safety assistance
	1.5 Give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products
2 Know how to identify the hazards in the workplace	2.1 Define the term 'hazard'
	2.2 Give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role
	2.3 Give reasons why it is important to remain alert to the presence of hazards in the whole workplace
	2.4 Describe why personal presentation and behaviour is important in maintaining health and safety in the workplace
3 Know how to evaluate risks in the workplace	3.1 Define the term 'risk'
	3.2 Give reasons why they should deal with or report risks
	3.3 Describe procedures for reporting risks which they are unable to deal with.
	3.4 Describe the risks to the environment which may be present in the workplace and your own job

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

## Component 2: Communicate effectively in the workplace

Component Reference Number: D/600/6322

Level: 2  
Credit: 2  
GL: 17

### Component Summary

This component is about communicating politely and effectively with other people that may be encountered when the learner is working. Communicating with others is also important for those that work alone, when workplace procedures must be followed to keep in touch with the workplace and/or colleagues.

### Assessment Guidance

This component is subject to Asset Skills principles of assessment.

### 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 with others in the workplace	1.1 Describe how to respond to different customer needs and attitudes
	1.2 Describe positive and negative behaviour in relation to equality and diversity in the workplace
	1.3 State when different forms of communication should be used in the workplace
	1.4 Describe how to check that information has been understood
	1.5 Explain how personal behaviour can contribute to the positive image of the organisation
	1.6 State the importance of communicating all the information necessary to the relevant person
	1.7 State the importance of responding positively to queries from customers and the public
2 Understand how to record and pass on information	2.1 State where to find up-to-date information needed to carry out own job
	2.2 Identify the different ways in which information is recorded
	2.3 Describe the procedures for recording, acknowledging and responding to incoming information

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

### Component 3: Develop yourself in the job role

Component Reference Number: R/600/6351

Level: 2

Credit: 2

GL: 12

#### Component Summary

This component is about the learner developing themselves in their job by identifying areas for further development and setting yourself targets for achieving this.

#### Assessment Guidance

This component is subject to Asset Skills principles of assessment.

#### Relationship to Occupational Standards

This component is linked to the national occupational standard C2.03.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Know how to develop him/her self in the job	1.1 Identify activities that could help with self development
	1.2 Describe how to set targets for personal development
	1.3 State the importance of setting achievable personal development targets
	1.4 Identify the types of support available to achieve targets
	1.5 Describe the procedures for accessing support
	1.6 State the importance of reviewing and updating progress against targets
	1.7 Describe the procedures for reviewing and updating progress
	1.8 List the benefits of discussing progress with others
2 Be able to develop him/her self in the job	2.1 Identify and agree areas where they could develop further
	2.2 Agree achievable targets for personal development
	2.3 Agree the time and support required to achieve targets
	2.4 Demonstrate new skills in the workplace
	2.5 Request and use feedback on own performance from others

## 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.

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# FutureQuals<sup>™</sup>

INSPIRING LEARNING AND SKILLS

Future (Awards and Qualifications) Ltd  
EMP House, Telford Way, Coalville,  
Leicestershire, LE67 3HE

**Telephone:** 01530 836662

**Fax:** 01530 836668

**Email:** [info@futurequals.com](mailto:info@futurequals.com)

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

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