



Chartered
Institute of
Housing
Awarding
organisation

CIH Level 2 Certificate in Neighbourhood Maintenance

CIH Awarding Organisation

Introduction

The Chartered Institute of Housing (CIH) is the independent voice for housing and the home of professional standards. Our goal is simple – to provide housing professionals and their organisations with the advice, support and knowledge they need to be brilliant. CIH is a registered charity and not-for-profit organisation. This means that the money we make is put back into the organisation and funds the activities we carry out to support the housing sector. We have a diverse membership of people who work in both the public and private sectors, in 20 countries on five continents across the world. Further information is available at: www.cih.org.

CIH is the awarding organisation (AO) for housing qualifications and we are dedicated to providing the highest quality, relevant and up-to-date qualifications for everyone in housing.

The purpose of the qualification specification is to provide the centre with information about the units which make up this qualification, the quality assurance requirements and assessment methods associated with the qualification, and the qualification structure.

The qualification reference number is 600/4711/2

The operational start date is 01 March 2012.

The CIH scheme code is 2A05.

Contact us:

For any queries relating to the qualification specification e-mail accreditation@cih.org

About the qualification

The qualification is a level 2 vocationally related qualification for the housing sector, regulated by Ofqual, Qualifications Wales and CCEA Regulation.



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The objective of this qualification is to provide learners with the skills and knowledge required to maintain communal areas of housing estates and neighbourhoods.

The qualification aims to...

- Recognise competence in the field of estate or neighbourhood maintenance.
- Enable frontline workers to undertake their work more effectively.

The qualification is suitable for learners...

- Aged 16+
- Who are working in the housing sector undertaking estate or neighbourhood maintenance.

Entry requirements

CIH AO do not set entry requirements. CIH AO recommend that in order to pursue achievement of the qualification, the learner will:

- have the potential and opportunity to gain the qualification
- be working in estate and neighbourhood maintenance in housing or a housing related organisation

Further details of the level that the learner needs to be able to achieve are provided in the section on level 2 descriptors.

Progression routes

The learner may wish to progress onto further learning:

- by specialising in their particular skills or studying a generalist property maintenance qualification,
- at level 3 – if the learner has extensive experience or supervisory/management experience and has previously studied at level 2 or 3, they may be able to progress to level 3 qualifications in facilities management, cleaning, landscape maintenance or housing.

Level 2 descriptors



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The level 2 descriptors indicate the level that a learner must be working at in order to achieve the qualification. They are not to be used as marking criteria, but may be used as an initial assessment tool to determine the level of learners.

<i>Knowledge descriptor (the holder...)</i>	<i>Skills descriptor (the holder can...)</i>
Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.
Can interpret relevant information and ideas.	Identify, gather and use relevant information to inform actions.
Is aware of a range of information that is relevant to the area of study or work.	Identify how effective actions have been.

For a comparison of qualification levels across the UK see
http://www.sqa.org.uk/files_ccc/QualificationsCanCrossBoundaries.pdf

Apprenticeship

The units from the qualification have been sign-posted to the Apprenticeship Standard: Property Maintenance Operative, England. See Annex 1 page 26-28.

Qualification structure



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Qualification title: CIH Level 2 Certificate in Neighbourhood Maintenance

Learners must achieve a minimum of 13 credits in order to be awarded the qualification, from 1 mandatory unit and a minimum of 3 units from a choice of optional units. The combination of optional units that a centre puts together in a course must be approved by CIH AO before delivery can commence.

The recommended guided learning hours for the qualification are 86-120. CIH AO expects that centres may deliver the qualification in more or less time according to the plan they have approved by CIH AO prior to the start of the course. The units may be delivered in any order. The total qualification time is expected to be 130 hours.

The qualification is awarded on the basis of Pass / Refer / Fail.

***The qualification contains the following mandatory unit:
2 credits must be achieved from this group:***

Unit title	Credits	Level	Page
<u>Portray a positive personal image</u> Unit number K/601/9042	2	2	10

***The qualification contains the following optional units:
A minimum of 11 credits must be achieved from this group:***

Unit title	Credits	Level	Page
<u>Clean and maintain external surfaces and areas</u> Unit number M/600/6325	4	2	11
<u>Clean glazed surfaces and facades</u> Unit number M/600/6342	3	2	13
<u>Maintain grounds of premises and facilities</u> Unit number H/601/6513	3	2	15
<u>Assist with the maintenance of grass surfaces</u> Unit number D/502/4177	3	1	16
<u>Safe operation of powered garden machinery</u> Unit number T/601/7682	2	2	17



<i>Unit title</i>	<i>Credits</i>	<i>Level</i>	<i>Page</i>
<u>Prepare and operate power tools & attachments when working in the environment and land-based industries</u> Unit number L/501/7046	4	2	19
<u>Deal with non-routine waste</u> Unit number T/600/6343	3	2	21
<u>Check and record the condition of property</u> Unit number A/601/0507	3	2	24
<u>Organise the maintenance and repair of property</u> Unit number T/601/0490	2	2	25

Delivering the qualification



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Approval to deliver the qualification

As an approved CIH AO centre, you **MUST** be approved by CIH AO to deliver the whole qualification. Delivery must not commence and learner registrations will not be accepted until this process is complete.

Registering learners and fees

Prior to the delivery of the qualification you **MUST** register each learner with CIH AO. A fee is payable for each learner. It is the responsibility of the centre to pay these fees and you will be invoiced for the required amount following receipt of the registration forms. The list of fees is available on our website at the following link: <http://www.cih.org/ao/centrefees>

Each learner will be offered free CIH student membership for the duration of the course.

Equality and diversity

Equality and diversity considerations were made during the development of this qualification to promote access and minimise bias. It is the centres responsibility to ensure that equality and diversity considerations are made as part of the delivery and assessment of this qualification.

CIH AO would expect equality and diversity to be integrated into the delivery process for every learning outcome even where there are no specific assessment criteria for equality and diversity.

Contextualisation of learning outcomes and assessment criteria

CIH AO expects centres to contextualise the delivery and assessment of units according to the local and sectoral circumstances of the group of learners they are delivering to. For example, a question relating to law would be applied to the law of the country in which the group of learners operate.

Staff occupational competency requirements

Experience of:

- Working in the housing industry preferably at a management level.
- Working in the specific industry that the unit content (where this is a specialist area of housing or a non housing specific subject matter) covers.
- Delivering vocational qualifications.
- Teaching, assessing or verifying as appropriate.

Qualifications

- Housing qualification at level above that of the qualification/units to be delivered. And/or
- A degree or degree level qualification in a cognate area and/or a relevant professional qualification.

Role specific qualification requirements:

- **Teachers/Tutors:**
A regulated or equivalent teaching qualification.
- **Assessors:**
Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. Supervisor, manager, tutor. All assessors must hold a qualification in assessment e.g. Assessor Awards, A1/2 Awards/units, D32/33) or working towards this.
- **Internal Quality Assurers:**
Internal quality assurance is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal Quality Assurers (IQA's) must hold a qualification in Internal Quality Assurance e.g. IQA Awards, V1 Award/units, D34) or working towards this.

A list of current qualifications can be found on the following registers:

- England, Wales & Northern Ireland: <http://register.ofqual.gov.uk>
- Scotland: <http://scqf.org.uk/the-framework/search-database/>

Trainee Assessors and IQAs must complete a relevant Assessor/IQA qualification within 1 year of commencing in the role. All non-qualified staff who assess must have 100% of their work counter-signed by a qualified assessor.

CPD

Evidence of continuing professional development in teaching, assessment, verification and the housing industry.

Assessment

Centres must refer to the CIH AO Assessment handbook prior to developing their courses and associated assessments.

The purpose of assessment is to provide a consistent and valid judgement that learners have met the standard required to achieve the qualification. The assessment criteria contained in each unit indicate the evidence learners will need to produce in order to demonstrate that they have achieved the learning outcomes.

All assessment for the qualification is devised by the centre, marked by the centre and then must be internally quality assured (by the centre) and externally moderated (by the CIH AO).



Assessment principles

In devising and delivering assessments the following principles must be followed:

- **Validity** – An assessment is valid if it is clear and unambiguous ‘does what it says on the tin’; if it is fit for purpose and that the assessment outcomes meet their intended uses.
- **Reliability** – An assessment is reliable if its results are not influenced by chance, the assessment process generates outcomes which would be replicated were the assessment repeated.
- **Comparability** – Assessment outcomes that are comparable in standards between assessments within a qualification, between similar qualifications, with other awarding organisations, and over time.
- **Manageability** – The assessment is easily managed and the management process is one which places reasonable demands on centres and learners. Reasonableness will be based on the scale of the assessment process balanced by the usefulness of the outcomes.
- **Minimise bias** - is about ensuring that an assessment does not produce unreasonably adverse outcomes for learners who share a common attribute (and) is related to fairness to all learners and statutory equality duties.

Centre devised assessments

The CIH AO’s approach to the assessment of qualifications is to enable centres to devise the assessments. This is to allow for appropriate assessment that reflects the unique learning experience and local circumstances of specific groups of learners.

Centres are expected to create assessment strategies that directly meet the needs of their learner groups and take into account the requirements of local employers.

Assessment methods

The following assessment methods are allowed for the assessment of the qualification:

- Coursework
- Portfolio of evidence
- E-assessment
- Practical demonstration/assignment

Special considerations and reasonable adjustments

CIH AO requires centres to be compliant with the CIH AO special considerations and reasonable adjustments policy.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the reliability and validity of the assessment outcomes. The centre is required to implement the adjustments to assessment and to notify CIH AO of this.



A special consideration may be given to a learner following a scheduled assessment, for example;

- The learner is present for the assessment but may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at or near the time of assessment.
- The learner misses part of the assessment due to circumstances beyond their control.

If the centre approves/rejects a special consideration (such as a small post assessment adjustment to the mark of the learner or an adjustment to the assessment submission date) it must retain evidence of its decision for scrutiny by the external moderator.

External quality assurance

The external quality assurance system is a key feature of the quality assurance arrangements for the CIH AO. The EQAs and moderators play a vital role in ensuring that all individuals holding a CIH AO qualification certificate have achieved a nationally accepted standard. The moderator is required to ensure there is sufficient evidence present to demonstrate that the quality assurance principles are being upheld.

The CIH AO will appoint an EQA and moderator to each approved centre to monitor the quality assurance at the centre. Delivery of the qualification must not start until the assessment strategy and assessment brief/s have been approved by CIH AO. During the course the moderator will sample assessments and the EQA will undertake a quality review visit annually.

For further information about quality assurance refer to the centre handbook and sanctions policy.

Other documents of relevance

The following is a list of other documents that your centre must be familiar with in relation to the design, delivery, assessment, and quality assurance of a CIH AO qualification.

- Appeals procedure
- Assessment handbook
- Centre agreement
- Centre handbook
- Complaints policy
- Conflict of interest policy
- Equality and diversity policy
- Malpractice policy
- Marketing of CIH qualifications
- Record retention policy
- Sanctions policy
- Special considerations and reasonable adjustments policy
- Recognition of prior learning policy
- Application form for centre course change approval/notification

Further information and documents can be found at the CIH Centre Moodle site.



Portray a positive personal image

Unit level:	2
Unit credit value:	2
Unit reference number:	K/601/9042
CIH AO reference number:	N/A
Unit status:	Mandatory

Unit purpose/aim

The unit aims to provide learners with the skills and understanding for dealing with customers and portraying a positive image of themselves and the organisation they represent.

Learning outcomes	Assessment criteria
1. Be able to establish an effective rapport with customers.	1.1 Demonstrate a standard of appearance and behaviour that complies with the organisation's requirements. 1.2 Demonstrate how to greet a customer respectfully and in a friendly manner. 1.3 Communicate with customers in a way that makes them feel valued and respected. 1.4 Identify the customer's expectations. 1.5 Demonstrate how to treat the customer courteously and helpfully at all times. 1.6 Demonstrate how to keep the customer informed and reassured. 1.7 Demonstrate how to adapt behaviour to respond effectively to different customer behaviour.
2. Be able to respond appropriately to customers.	2.1 Respond promptly to a customer seeking assistance. 2.2 Select the most appropriate way of communicating with the customer. 2.3 Check with the customer that their expectations have been fully understood. 2.4 Respond promptly and positively to the customers' questions and comments. 2.5 Demonstrate how to allow the customer time to consider the response and give further explanation when appropriate.
3. Be able to communicate information to customers.	3.1 Demonstrate how to quickly locate and provide information that will help the customer. 3.2 Identify information that the customer might find complicated and check whether they fully understand. 3.3 Demonstrate how to clearly inform the customer of any reasons why their needs or expectations cannot be met.



Clean and maintain external surfaces and areas

Unit level:	2
Unit credit value:	4
Unit reference number:	M/600/6325
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills and understanding for cleaning and maintaining external surfaces and areas, including identifying the methods, products and tools to be used and using them effectively.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1. Understand how to prepare to clean and maintain external surfaces and areas.	<p>1.1 List the permits and checks that may be required for the task.</p> <p>1.2 State the location of the job and how to get to that location.</p> <p>1.3 Describe how environmental conditions can affect:</p> <ul style="list-style-type: none">• The cleaning to be carried out• The equipment which can be used <p>1.4 State how to inspect a work area to decide what cleaning needs to be carried out.</p> <p>1.5 State the standards of appearance and behaviour required.</p> <p>1.6 State the importance of wearing the required personal protective equipment and for others to see it being worn.</p> <p>1.7 Explain why it is important to inspect the work area for public access.</p> <p>1.8 Describe the best methods and materials for carrying out a specific task identifying possible alternatives.</p> <p>1.9 Describe why it is important to estimate the time required for the job.</p>
2. Understand how to clean and maintain external surfaces and areas.	<p>2.1 State the techniques to be used with chosen equipment and materials.</p> <p>2.2 Describe the tasks that need to be performed.</p> <p>2.3 Describe the consequences of:</p> <ul style="list-style-type: none">• Using wrong equipment• Using wrong materials• Not following manufacturer's instructions <p>2.4 State how to change between cleaning methods to cope with different environmental conditions.</p> <p>2.5 Describe methods that can be used for cleaning external surfaces and areas.</p> <p>2.6 State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this.</p> <p>2.7 State the importance of checking the quality of work as it is being done.</p> <p>2.8 Describe the organisational requirements for dealing with and reporting accidental damage.</p> <p>2.9 State the organisational requirements for reporting difficulties which may arise.</p>



<i>Learning outcomes</i>	<i>Assessment criteria</i>
3. Know how to complete the cleaning activity.	3.1 State why tools and equipment should be cleaned after use. 3.2 State the location of the storage areas for equipment and materials. 3.3 State why storage areas should be kept clean, safe and secure. 3.4 Describe the organisational requirements for organising replacement and extra resources.
4. Be able to prepare to clean and maintain external surfaces and areas.	4.1 Identify the area to be cleaned and the order in which tasks need to be done. 4.2 Assess the impact of environmental conditions, i.e. temperature, rain, humidity, wind and ice, on the order of tasks. 4.3 Select tools and equipment for the task, taking into account: <ul style="list-style-type: none">• Efficiency• Risk• Time• Weather conditions 4.4 Check that the tools and equipment required are available for use. 4.5 Select and wear appropriate personal protective equipment for the task. 4.6 Check that the equipment can be used safely in the work area. 4.7 Deal with unattended items following organisational requirements.
5. Be able to clean and maintain external surfaces and areas.	5.1 Carry out work in a way which does not affect other exterior surfaces and areas. 5.2 Use the correct cleaning method for the work area and surface. 5.3 Adapt the cleaning methods according to available equipment and environmental conditions. 5.4 Report any difficulties in carrying out the work in line with organisational requirements. 5.5 Deal with accidental damage.
6. Be able to complete the cleaning process.	6.1 Organise replacement resources as required. 6.2 Clean tools and equipment after use. 6.3 Return tools and equipment to the correct place and store securely. 6.4 Report tools and machinery in need of repair.



Clean glazed surfaces and facades

Unit level:	2
Unit credit value:	3
Unit reference number:	M/600/6342
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills and understanding necessary for cleaning glazed surfaces and facades, including health and safety and finishing techniques.

Learning outcomes	Assessment criteria
1. Understand how to clean glazed surfaces and façades.	<p>1.1 Describe the procedures for entering and leaving the workplace.</p> <p>1.2 Describe how to inspect surfaces.</p> <p>1.3 Describe the importance of reporting defects on surfaces.</p> <p>1.4 State why the equipment should be clean before use.</p> <p>1.5 Describe procedures for closing windows and openings before cleaning.</p> <p>1.6 Describe the importance of windows and openings being closed before cleaning.</p> <p>1.7 Describe advantages of treating surfaces before applying cleaning agents.</p> <p>1.8 State organisational requirements for:</p> <ul style="list-style-type: none">• Cleaning glazed surfaces and facades• Equipment that should be used for cleaning glazed surfaces and facades <p>1.9 Describe the techniques that should be used to avoid personal injury or strain.</p> <p>1.10 State where to find the manufacturer's instructions for operating equipment or machinery.</p> <p>1.11 State organisational requirements for reporting faults and emergencies.</p>
2. Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area.	<p>2.1 State the techniques and equipment for removing excess water.</p> <p>2.2 Describe different treatments that can be applied to surfaces upon completion of cleaning.</p> <p>2.3 Describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning.</p> <p>2.4 State the importance of reinstating the area.</p> <p>2.5 State the organisational requirements for disposing of waste.</p> <p>2.6 State the importance of cleaning equipment and machinery after use.</p> <p>2.7 State the organisational requirements for cleaning equipment and machinery after use.</p> <p>2.8 State where cleaning equipment and machinery should be stored.</p>



<i>Learning outcomes</i>	<i>Assessment criteria</i>
3. Be able to clean glazed surfaces and façades.	<ul style="list-style-type: none">3.1 Follow procedures for entering the work area.3.2 Inspect the surface to identify any defects prior to cleaning.3.3 Report defects on surfaces according to organisational requirements.3.4 Check that all cleaning equipment is clean and free of residue.3.5 Check that all windows and openings are closed before cleaning.3.6 Select and display appropriate warning signs clearly.3.7 Treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents.3.8 Use approved methods and equipment to carry out cleaning.3.9 Use techniques that reduce risks of personal strain and injury.3.10 Use cleaning equipment according to manufacturer's instructions and organisational requirements.3.11 Report any previously unidentified damage.3.12 Check that the work area is not over-wetted.3.13 Follow organisational requirements in the event of a fault or emergency.
4. Be able to finish cleaning of glazed surfaces and façades, and reinstate the work area.	<ul style="list-style-type: none">4.1 Remove excess water from the surface and leave it streak free.4.2 Check that all surfaces are dry upon completion of cleaning.4.3 Apply treatments or protective coatings to surfaces following cleaning.4.4 Check that accessories, fittings, frames and furniture are free of cleaning residue.4.5 Reinstate the work area.4.6 Dispose of waste in accordance with organisational requirements.4.7 Check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning.4.8 Return tools and equipment to the correct storage area.



Maintain grounds of premises and facilities

Unit level: 2
Unit credit value: 3
Unit reference number: H/601/6513
CIH AO reference number: N/A
Unit status: *Optional*

Unit purpose/aim

The unit aims to provide learners with the skills and understanding necessary for maintaining the grounds of premises and facilities, including appropriate equipment and tools and removal of litter.

Learning outcomes	Assessment criteria
1. Know how to carry out maintenance, and the appropriate conditions for doing so.	1.1 State the required personal protective equipment and why it is important to wear it. 1.2 State the tools and equipment available for use, and which are the most appropriate for the work. 1.3 Explain why it is important to carry out maintenance only when the ground conditions and weather are suitable, and what these conditions are.
2. Carry out maintenance according to given instructions.	2.1 Choose the personal protective equipment, hand tools and equipment which are most suitable for the task. 2.2 Carry out maintenance when the weather and ground conditions are suitable and at the appropriate times. 2.3 Minimise damage and degradation to the area when maintaining grounds.
3. Understand how to remove debris and litter from the area, and why this is important.	3.1 Give examples of debris and litter that may need to be removed from grounds. 3.2 State why it is important to correctly identify the nature of debris and litter, and the appropriate methods for disposing of these different types of refuse. 3.3 State how and where unwanted debris and litter should be disposed of, and to whom queries regarding their safe disposal should be directed. 3.4 State the requirements regarding the segregation of waste for disposal and recycling, why these must be adhered to, and the possible consequences of not doing so. 3.5 List the collection points to which waste containers must be transferred.
4. Remove any unwanted debris and litter as instructed.	4.1 Identify the nature of any unwanted debris or litter. 4.2 Using the appropriate methods, clear any unwanted debris from the area, and dispose in accordance with safe practice. 4.3 Report any hazardous items or problems affecting the maintenance of the area to the relevant person. 4.4 Seek advice regarding the removal and disposal of hazardous items. 4.5 Make sure completed work areas meet the requirements of the work specification.



Assist with the Maintenance of Grass Surfaces

Unit level:	1
Unit credit value:	3
Unit reference number:	D/502/4177
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills necessary to be able to assist with maintaining grass surfaces, including tools and equipment and health and safety considerations.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1. Be able to assist with maintaining grass surfaces.	<ul style="list-style-type: none">1.1 Ensure that conditions and the surface are suitable for maintenance in accordance with instruction.1.2 Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained.1.3 Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions.1.4 Carry out the work so that the grass height and edges meet requirements.1.5 Report any problems as soon as possible to the appropriate person.1.6 Minimise any damage to grass, features, services and wildlife on the site.1.7 Dispose of grass cuttings correctly.1.8 Leave the site in a clean and tidy condition.1.9 Clean and store tools and equipment promptly and securely.
2. Be able to work safely.	<ul style="list-style-type: none">2.1 Maintain the health and safety of self and others at all times.2.2 Select, prepare and use tools and equipment safely, efficiently, and correctly.



Safe operation of powered garden machinery

Unit level:	2
Unit credit value:	2
Unit reference number:	T/601/7682
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills necessary to operate powered garden machinery safely.

Learning outcomes	Assessment criteria
1. Be able to identify potential hazards and risks associated with powered garden machinery.	1.1 Identify the risks associated with powered garden machinery. 1.2 Assess the hazards associated with powered garden machinery.
2. Be able to select and wear appropriate personal protective equipment and clothing.	2.1 Select and correctly wear the appropriate personal protective equipment and clothing/equipment required.
3. Be able to carry out pre-start checks on powered garden machinery.	3.1 Assess the condition and serviceability of powered garden machines.
4. Be able to check that all safety signage, guards and devices are in position and operating correctly.	4.1 Define the meaning of the different safety decals (signage). 4.2 Identify the position of guards and confirm that they are in place correctly fitted and secure. 4.3 Demonstrate that all safety devices are operational (as applicable to machine).
5. Be able to identify the controls and define their function.	5.1 Identify the controls of a range of powered garden machinery, and demonstrate their correct use.
6. Be able to adjust a limited range of garden machinery for specified tasks.	6.1 Perform pre-operation adjustments to powered garden machines prior to 'work' to accommodate the operator. 6.2 Carry out simple adjustments to different types of powered garden machine prior to 'work' to suit task.
7. Be able to use garden machinery safely and effectively.	7.1 Demonstrate safe use of different powered garden machinery. 7.2 Demonstrate efficient working practice and correct technique using different powered garden machinery.
8. Be able to clean and check garden machinery after use.	8.1 Wear correct personal protective equipment for cleaning garden machinery. 8.2 Perform post operative cleaning operations and checks on powered garden machinery.



<i>Learning outcomes</i>	<i>Assessment criteria</i>
9. Know how to correctly dispose of waste associated with the use of powered garden machinery.	9.1 Specify how to dispose of waste correctly.



***Prepare and operate power tools and attachments
when working in the environmental and land-based
industries***

Unit level:	2
Unit credit value:	4
Unit reference number:	L/501/7046
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills and understanding required to prepare and operate power tools and attachments when working in the environmental and land-based industries.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1. Be able to work safely and in-line with requirements.	1.1 Carry out work safely in line with health and safety requirements and codes of practice. 1.2 Select and prepare personal protective equipment according to hazards presented by power tool, attachments and selected task.
2. Prepare power tools and attachments for use.	2.1 Carry out pre-start checks in accordance with manufactures' procedures and practices for cleanliness, lubricates, fuels and coolants and safety features.
3. Use power tools and attachments safely to achieve specified work requirement.	3.1 Establish a safe working area for tool usage. 3.2 Carry out start and stop procedures to confirm functions are in accordance with safe control and the manufacturer's operating instructions. 3.3 Modify work activities to take account of changes to prevailing weather conditions. 3.4 Work using methods and activities which minimise disturbance and damage to the environment. 3.5 Identify and report any defects in performance. 3.6 Deal with defects within level of responsibility. 3.7 Report defects which fall outside own level of responsibility. 3.8 Use corrective actions in response to problems with power tool and attachment.



<i>Learning outcomes</i>	<i>Assessment criteria</i>
4. Be able to carry out post-stop checks and store tools.	4.1 Complete post-stop checks in accordance with manufacturer's instructions for cleanliness, lubricates, fuels and coolants. 4.2 Clean and store tools and attachments securely, in accordance with manufacturer's recommendations.
5. Know the relevant legislation and codes of practice.	5.1 Outline the health and safety requirements associated with power tools and equipment. 5.2 State the types, purpose and uses of personal protective equipment. 5.3 Outline the hazards associated with the use of different types of power tools and attachments. 5.4 State responsibilities with regard to power tool operating regulations and instructions. 5.5 Outline the environmental impact/disturbance which can be caused by inappropriate use of power tools.
6. Understand the use of power tools.	6.1 Explain the types, purpose, uses and limitations of power tools and attachments. 6.2 Explain the types of performance defects associated with power tools and their attachments. 6.3 Describe common defects found with power tools and their attachments.
7. Know how to prepare and use power tools and attachments.	7.1 State the importance of completing pre-start and post-stop checks. 7.2 Outline reasons for the correct methods of storage. 7.3 Outline the corrective actions to take in response to identified problems when using power tools. 7.4 Outline why it is necessary to modify work activities to take account of changes in the prevailing weather.



Deal with non-routine waste

Unit level:	2
Unit credit value:	3
Unit reference number:	T/600/6343
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills and understanding necessary for the safe disposal of non-routine waste, including how to handle suspicious items.

Learning outcomes	Assessment criteria
1. Understand how to handle and label non-routine waste.	<ul style="list-style-type: none">1.1 Describe the procedures and methods for preparing self and the work area.1.2 List different types of personal protective equipment.1.3 Describe the importance of wearing personal protective equipment and for others to see it being worn.1.4 Describe the importance of maintaining personal hygiene when handling non-routine waste.1.5 Explain ways to mark, label and record waste and its movement.1.6 Explain the importance of marking, labelling and recording waste and its movement correctly.1.7 Identify equipment required to dispose of sharps safely.1.8 Explain the procedures for disposing of sharps safely.1.9 Describe methods for handling and disposing of clinical waste.1.10 Describe safe procedures for segregating and sorting waste for recycling.
2. Understand how to handle suspicious items.	<ul style="list-style-type: none">2.1 State ways to identify suspicious items.2.2 Explain the organisational requirements for dealing with suspicious items.2.3 State the importance of checking with the appropriate person before removing unidentified items.



<i>Learning outcomes</i>	<i>Assessment criteria</i>
3. Understand how to transfer non-routine waste and deal with containers.	<ul style="list-style-type: none">3.1 Describe procedures for transferring waste.3.2 Describe the methods used to ensure safe carriage of collected waste to the holding areas.3.3 Describe the organisational requirements for dealing with sanitation bins.3.4 Describe ways to identify problem and hazardous waste.3.5 Describe why the location and cleaning of waste areas is important in preventing and controlling pests.3.6 Describe the importance of repackaging waste containers that have dangerous residue on the outside.3.7 Describe the organisational requirements for reporting and handling waste spillages.3.8 State the standards of cleanliness required for holding areas, empty holding and collection bins.
4. Be able to handle and label non-routine waste safely.	<ul style="list-style-type: none">4.1 Prepare self and the work area to do the task efficiently, correctly and safely.4.2 Select and wear appropriate personal protective equipment.4.3 Identify the location of the waste holding areas.4.4 Check that storage containers are securely sealed before handling.4.5 Check that seals on storage containers are unbroken after moving.4.6 Identify waste to be collected and transferred to a collection point and follow correct handling procedures.4.7 Identify the waste material for collection and segregate or sort before disposal to collection point.4.8 Mark the origin of waste clearly.4.9 Label and record movement of waste.4.10 Ensure the safety of self and others when handling sacks and receptacles.4.11 Use the handles provided to move rigid containers.4.12 Identify sharps that require special handling and use the pick up kit or specific box for their disposal.4.13 Check with the appropriate person before removing unidentified items.



<i>Learning outcomes</i>	<i>Assessment criteria</i>
5. Be able to transfer non-routine waste and deal with containers.	<ul style="list-style-type: none">5.1 Ensure that containers of waste materials are taken safely to the right place and secured if necessary.5.2 Follow organisational requirements to cut down the risk of contaminating surrounding areas.5.3 Follow organisational requirements for reporting.5.4 Clean waste containers following organisational requirements.5.5 Replace bin liners and set up fresh containers.5.6 Leave clean containers in the correct place and in a condition which is fit for use.5.7 Apply organisational requirements on the safe removal of waste spillages.5.8 Leave holding areas clean when finished.5.9 Secure cleaning equipment, machinery and waste containers to the correct storage area.5.10 Follow procedures for the removal, cleaning and disposal of used personal protective equipment.



Check and record the condition of property

Unit level:	2
Unit credit value:	3
Unit reference number:	A/601/0507
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills and understanding necessary for planning and carrying out checks on the condition of property.

Learning outcomes	Assessment criteria
1. Plan checks on the condition of property.	1.1 Establish the previous history of the property and access relevant information. 1.2 Obtain necessary paperwork for checks. 1.3 Confirm the type of property, its general layout and common types of problems that may occur. 1.4 Assess the health, safety and security of self and others and explain how to minimize personal risk. 1.5 Identify the limits of own responsibility, authority and capability prior to checking property and refer to others as required 1.6 Identify the legal responsibilities of the organisation in relation to the condition of property.
2. Carry out checks on the condition of property.	2.1 Deal courteously, sensitively and fairly with individuals. 2.2 Confirm the date and time of the inspection with individuals and other relevant parties as required. 2.3 Carry out checks safely and correctly following organisational and legal requirements. 2.4 Record results of checks accurately following organisation's procedures. 2.5 Identify any problems with the condition of the property and take appropriate action to rectify them. 2.6 Update records on condition of property accurately. 2.7 Refer problems and issues regarding the condition of the property to others as required.



Organise the maintenance and repair of property

Unit level:	2
Unit credit value:	2
Unit reference number:	T/601/0490
CIH AO reference number:	N/A
Unit status:	Optional

Unit purpose/aim

The unit aims to provide learners with the skills and understanding for planning the repair of property and arranging and monitoring the repair of property.

Learning outcomes	Assessment criteria
1. Be able to plan the maintenance and repair of property.	<ul style="list-style-type: none">1.1 Obtain all necessary background information.1.2 Establish the responsibilities of the relevant parties with respect to the condition of the property.1.3 Identify the nature and scale of the work to be done.1.4 Operate within own level of responsibility and authority and refer to others as required.1.5 Prioritise urgent repairs to avoid health, safety and security risks or those caused by service failure.1.6 Identify who has responsibility for carrying out the work.1.7 Contact the relevant person when required action is outside own area of responsibility or authority.1.8 Identify any health, safety and security issues involved and liaise with relevant people to ensure they are addressed.
2. Be able to arrange and monitor the maintenance and repair of property.	<ul style="list-style-type: none">2.1 Deal courteously, sensitively and fairly with individuals.2.2 Authorise maintenance and repair work within the limits of own authority.2.3 Communicate the programme of work to the work team clearly and within appropriate timescales.2.4 Make the necessary arrangements for the work to take place.2.5 Explain how to check progress at intervals, identify delays and deviations and the appropriate action to take.2.6 Explain the organisation's methods for checking that work has been completed according to the specification and that any problems with the completed work have been rectified.2.7 Ensure that all records are up to date with actions taken or required clearly specified.

- This is an Indication of how the qualification may link to the Apprenticeship Standard: Property Maintenance Operative England.
- The linkages shown are neither exhaustive, nor conclusive, as in some cases it will depend on what is taught as part of the course, and to what depth. If the qualification is being used as part of an apprenticeship the deliverer will be required to complete their own detailed mapping.
- The employer and training provider responsible for the delivery of the apprenticeship standard are required to ensure that their course content covers the apprenticeship standard and prepares learners for the end point assessment.

Core technical Competencies/Skills and Knowledge/Understanding	PaPPI	CaMESa A	CGSaF	MGoPaF	AwtMoG S	SOoPGM	PaOPTaAw WitEaL-BI	DwN-RW	CaRtCoP	OtMaRo P
Understand and demonstrate the importance of Health and Safety in the workplace		✓	✓	✓	✓	✓	✓	✓	✓	✓
Comply with organisational safety, policies and procedures and identify hazards and reduce them			✓			✓		✓	✓	
Consider safety compliance with a diverse sector of client groups										✓
Understand and demonstrate the importance of working safely at height										
Carry out repairs to the fabric of a building, for example repairs to walls, doors, doorframes, skirting boards or plaster damage to internal walls										
Understand and maintain plumbing and drainage systems, for example repairs to WC systems, leaking taps or water testing and unblocking drains										
Maintain high levels of water hygiene within a building										
Understand and maintain electrical distribution, safe repair of electrical installation to legal requirements, for example replacing damaged sockets, plugs, lighting and fuses.										
Understand and maintain plant, safety systems and equipment										
Demonstrate and implement energy, environment and sustainable practices										

Core technical Competencies/Skills and Knowledge/Understanding	PaPPI	CaMESa A	CGSaF	MGoPaF	AwtMoG S	SOoPGM	PaOPTaAw WitEaL-BI	DwN-RW	CaRtCoP	OtMaRo P
Understand and maintain grounds and external fabrication of a building, such as drainage and guttering	✓				✓	✓				
Understand and demonstrate the safe use of hand tools, for example screwdrivers, power drills, pliers, paper strippers and a variety other tools used in plumbing and carpentry										
Demonstrate and understand the importance of the control of resources and stock		✓								
Understand and demonstrate the principles of Planned Preventative Maintenance										
Understand how to prepare for refurbishment or deep clean of equipment and surfaces		✓	✓							
Carry out repairs and reactive maintenance		✓							✓	
Understand the importance of customer service	✓	✓							✓	✓
Record and report information accurately either internally or externally		✓	✓	✓	✓		✓		✓	✓

Core behavioural attributes	PaPPI	CaMESa A	CGSaF	MGoPaF	AwtMoGS	SOoPGM	PaOPTaAw WitEaL-BI	DwN- RW	CaRtCoP	OtMaRo P
Have a flexible attitude										
Commitment to quality and excellence										
Ability to perform under pressure										
Persists in the face of adversity										
Thorough approach to work										✓
Ownership of work and follow through to a satisfactory conclusion.										✓
Client/Customer focus and interaction	✓								✓	✓
Able to live the organisations values										
Ability to create effective working relationships										

Core behavioural attributes	PaPPI	CaMESa A	CGSaF	MGoPaF	AwtMoGS	SOoPGM	PaOPTaAw WitEaL-BI	DwN- RW	CaRtCoP	OtMaRo P
Aptitude for problem solving		✓					✓			
Ability to comply with company policies and procedures		✓	✓					✓		
Enthusiasm										
Ability to control and influence within remit										✓
Persuasive influencing skills										✓
Shows respect for all stakeholders	✓	✓							✓	✓

Interpersonal skills	PaPPI	CaMESa A	CGSa F	MGoPa F	AwtMoGS	SOoPGM	PaOPTaA wWitEaL- BI	DwN-RW	CaRtCoP	OtMaRoP
Take ownership of situations										
Work independently and as part of a team										
Communicates effectively either verbally or in writing	✓			✓	✓					
Problem solving approach		✓								
A drive for efficiency and value for money										
Communicate effectively at all levels	✓									
Adaptability										
Ability to understand limitations within the role										
A drive for quality and excellence										