



CIWM

Qualifications

Version 1, December 2021

**Qualification Code:** 603/4450/7

**CIWM Code:** PCSC1

**Maximum Guided Learning Hours:** 42

**Total Qualification Time:** 42

# CIWM (WAMITAB) Level 1 Award in Practical Cleaning Skills (Sustainable Cleaning)

Together, we stand for  
a world beyond waste

## About CIWM and this Handbook

### About CIWM

CIWM is an awarding organisation and charity that develops qualifications for those working in cleaning, street cleansing, facilities management, resource management, recycling and parking from operative through to management level.

As the leading professional body for resource and waste professionals, CIWM (Chartered Institution of Wastes Management) is the voice of the sector and represents over 5,500 individuals in the UK and overseas.

CIWM has a unique understanding of the sector. Our professional knowledge and trusted reputation enables us to inform and influence legislation and policy, playing a vital part in shaping the future role and reputation of the sector.

### Equal Opportunities

CIWM supports the principles of equal opportunities, and we are committed to meeting these principles in the provision of all our qualifications and assessments. We firmly believe that all learners and stakeholders are therefore entitled to receive equal treatment irrespective of age, sex, race, marital status, religion, disability, or sexual orientation.

### The Purpose of this Qualification Handbook

Welcome to your CIWM Qualification Handbook. This will help you to complete your qualification. It contains:

- The units you need to achieve to complete your qualification.
- Information about your responsibilities as a candidate.
- Reference information covering each learning outcome and assessment criteria.

## Candidate Information

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Name

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CIWM Learner Number

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Registration Date

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Enrolment Date

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Centre Name

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Centre Address

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Centre Contact

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Tutor Name

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## Frequently Asked Questions

### What is a regulated qualification?

A regulated qualification demonstrates that you have the knowledge, skills and/or understanding to meet the standards expected by employers in your industry. Your qualification is recognised by CIWM and one or more of the educational regulators across the UK.

### What is the objective of this qualification?

This qualification supports individuals into work by providing the skills cleaning operatives require. Level 1 occupations within the cleaning sector are supported by the CIWM suite of practical cleaning skills qualifications. Providing specialist skills to the recently unemployed, the long-term unemployed and individuals that are new to the employment market increases employment opportunities within this sector.

### Who is it for?

- New entrants to the industry
- Pre and post gate prisoners
- Long-term unemployed who wish to retrain
- Experienced workers seeking a formal qualification
- Apprentices

### What are the entry requirements of this qualification?

This qualification is open entry. This means that learners interested in undertaking this qualification do not require any other qualifications or levels of attainment in order to take this qualification.

### What job role could this qualification lead to or support?

This qualification could have significant benefits for the cleaning workforce as it will act as a gateway to opportunities for career progression or further education by building the confidence of employees and demonstrating that their skills have value. Cleaning is one of the largest business sectors in the UK, employing over 437,600 people in 30,800 workplaces during 2012 (Asset Skills, 2013). This qualification is ideal for those employed in elementary occupations (79%) in the following job roles:

- Domestic cleaning operative
- Commercial cleaning operative
- Industrial cleaning operative

### What do I need to achieve?

To achieve this qualification, you will need to complete both units.

#### Mandatory Units

- Prepare to work in the cleaning industry (PCS06)
- Sustainable cleaning methods and practices (PCSC1)

### What is a unit?

The units of a qualification describe what you must be able to do and understand to perform work activities competently in your job role.

- Learning outcomes: describe what tasks you will be able to do as a result of learning.
- Assessment criteria: describe what activities you will need to do and what you must know to complete each task.

### What is a CIWM (WAMITAB) Qualifications Centre?

You will gain your qualification through a CIWM (WAMITAB) Qualifications Centre. It may be your place of work, a local college or training provider. Assessment of your qualification will be carried out at your place of work and the centre is responsible for the administration. Centre staff will therefore:

- Register you with CIWM.
- Provide a registration number.
- Apply for your certificate when you have completed your qualification or units.

### How long will it take?

You have two years to complete your qualification from the date of registration, but your centre may have some requirements that they will explain to you.

### Who will help me achieve my qualification?

The following people at the CIWM (WAMITAB) Qualifications Centre will help you to achieve your qualification:

#### Your Assessor

The assessor is the person you will have the most contact with as you work towards your qualification. They will:

- Help you identify any training you need.
- Help you plan your workload and organise your evidence.
- Observe you carrying out your job in the workplace over a period of time.
- Ask questions about the work you do.
- Make decisions about your evidence.
- Judge when you are competent.
- Provide feedback.

#### Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

#### External Quality Assurer

An external quality assurer is employed by CIWM to ensure that your centre meets the required national standards for quality and assessment.

### What are my responsibilities as a learner?

You will need to:

- Provide your centre with your personal details so they can register you with CIWM
- Collect and organise evidence agreed with your assessor
- Attend regular meetings with your assessor to discuss your progress
- Comply with health and safety law and regulations.

### What steps will I need to take to complete my qualification?

1. **Planning:** your assessor will tell you about the mandatory units of the qualification and will help you to select relevant optional units.
2. **Evidence:** you will gather evidence for your portfolio (see next question for types of evidence).
3. **Feedback:** your assessor will provide regular feedback on your progress and will arrange for additional training if needed. When your assessor tells you are competent after an assessment, it will be recorded in your handbook.
4. **Achievement:** once you have completed all the units and gathered all the evidence you need, your centre will apply for your CIWM certificate.

### What are the evidence requirements for this qualification?

The primary sources of evidence for this qualification are:

- **Observation (O):** direct observation or witness testimony where direct observation is not possible. Where this evidence type has

been suggested against Assessment Criteria which require the candidate to explain or describe, the assessor must hear or observe the explanation/description (directly or being delivered to others) or see it in writing. The assessor must not infer that the candidate can explain/describe based purely on observation.

- **Question and Answer (Q/A):** candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning.
- **Simulation / Realistic working environment (S/R):** should be used as a last resort where allowed. Please see the Energy and Utility Skills Assessment Strategy for further information.

### Where do I go if I need more information about my qualification and assessments?

- Your assessor
- Your qualification workbook
- CIWM

## Useful Words

| Instructional verbs                  | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment Criteria                  | These specify the standard that you are expected to meet to demonstrate that you have achieved the Learning Outcome. Assessment criteria are detailed enough to allow judgments to be made about your competence.                                                                                                                                                                                                                                  |
| Awarding Organisation                | To have a qualification recognised in the UK it must be accredited through an awarding body. These organisations are regulated by Ofqual in England, Qualifications Wales, CCEA in Northern Ireland and SQA in Scotland to ensure that you receive a high quality, recognised qualification upon completion of the course.                                                                                                                         |
| CIWM                                 | An Awarding Organisation for a wide range of qualifications in waste management and recycling, cleaning and street cleansing, facilities management, and parking. CIWM is responsible for ensuring the on-going quality of the delivery and assessment of qualifications, and issues certificates to learners upon completion. We have over 25 years of experience developing and quality assuring qualifications, training, and course materials. |
| CIWM (WAMITAB) Qualifications Centre | These centres are training organisations that have met our strict quality standards and have been approved to deliver our qualifications to learners. They include private providers, colleges of further education, employers, and prisons.                                                                                                                                                                                                       |
| Competence                           | Competence, in relation to the qualification, describes your ability to consistently be able to undertake work activities, know and understand work-related tasks as per the requirements set out in the standards.                                                                                                                                                                                                                                |
| Learner                              | A person who is registered to work towards achievement of a qualification – i.e. you!                                                                                                                                                                                                                                                                                                                                                              |
| Learning Outcome                     | These set out what you will be expected to know, understand or be able to do. Each learning outcome relates to one or more assessment criteria, and together they set a clear assessment standard for each unit.                                                                                                                                                                                                                                   |
| Multiple Choice Tests                | A form of assessment where learners are asked to select the best possible answer from the list provided.                                                                                                                                                                                                                                                                                                                                           |
| Tutor                                | A person employed to instruct an individual or small group on a particular topic. Tutors that deliver knowledge and understanding qualifications and units should have relevant competence and experience in the subject that they are delivering and have experience of delivering vocational learning.                                                                                                                                           |
| Units – Mandatory and Optional       | Units form the building blocks of all qualifications that are nationally regulated on the Qualification Credit Framework. Units are small chunks of learning that focus on specific aspects of knowledge, skills and understanding.<br>Mandatory units are those that you must achieve, and Optional units offer a range of subjects that you may choose between.                                                                                  |
| Vocational                           | A qualification is vocational when it relates directly to the skills, knowledge and understanding required to undertake a specific or broad job role.                                                                                                                                                                                                                                                                                              |

## Unit Terms

| Instructional verbs        | Definition                                                                                                                                                                                                                                               |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adapt                      | To change something to make suitable for new purpose.                                                                                                                                                                                                    |
| Advise                     | To inform someone about a fact or situation formally or officially.                                                                                                                                                                                      |
| Analyse                    | To look at something (e.g. a process) and use given classifications or principles to gain a further understanding.                                                                                                                                       |
| Apply                      | To put something into action. A “doing” task which requires “real” evidence from a workplace scenario.                                                                                                                                                   |
| Assess                     | To offer a reasoned judgement of the standard, quality of situation or ability informed by relevant facts.                                                                                                                                               |
| Brief                      | To instruct or inform someone thoroughly to prepare them.                                                                                                                                                                                                |
| Carry out                  | To undertake an activity of a practical nature.                                                                                                                                                                                                          |
| Check                      | To verify or establish. To examine something in order to confirm its accuracy, quality or condition.                                                                                                                                                     |
| Collect                    | To bring or gather together.                                                                                                                                                                                                                             |
| Communicate                | To share or exchange information, news or ideas by speech, writing etc                                                                                                                                                                                   |
| Compare                    | To look at the characteristics of an item or activity and note the similarities and differences.                                                                                                                                                         |
| Complete                   | To finish.                                                                                                                                                                                                                                               |
| Comply                     | To act in accordance with specified standards or requirements.                                                                                                                                                                                           |
| Conduct                    | To do or carry out.                                                                                                                                                                                                                                      |
| Confirm                    | To check if something is true, correct, completed or in place.                                                                                                                                                                                           |
| Consult                    | To seek information or advice from an expert or professional. To have discussions with someone before undertaking a course of action.                                                                                                                    |
| Critically Compare         | To look at the characteristics of an item or situation, note the similarities and differences and their respective positive and negative aspects. In some cases, this can include the use of the comparison in context as the basis for decision making. |
| Define                     | Provide a generally recognised or accepted definition.                                                                                                                                                                                                   |
| Demonstrate                | To clearly show e.g. by practical exhibition (in real time) and/or historic evidence. These would normally be accompanied by an explanation.                                                                                                             |
| Describe                   | Provide a vivid picture of what it is by using imagery, adjectives and adverbs to make the subject easy to understand. It may also convey an idea or fact.                                                                                               |
| Determine                  | To find out or decide e.g. what is relevant. To find a solution by following a set of procedures. To calculate a numeric value.                                                                                                                          |
| Develop                    | Build a process or activity or understanding either from scratch or using an existing product to create something workable.                                                                                                                              |
| Differentiate/ Distinguish | To look at the characteristics of an item or situation/activity and explain the differences.                                                                                                                                                             |

|                   |                                                                                                                                                                                                                                                                                                                                      |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discuss           | To give an account that addresses a range of ideas and arguments.                                                                                                                                                                                                                                                                    |
| Ensure            | To make certain that something will occur or is the case.                                                                                                                                                                                                                                                                            |
| Establish         | To set up.                                                                                                                                                                                                                                                                                                                           |
| Evaluate/ Justify | To look at whatever the required content/process is and suggest other relevant, significant or possible outcomes. It is the process of exploring, checking and suggesting a likely outcome with reasons.                                                                                                                             |
| Examine           | To look at, inspect or scrutinise carefully.                                                                                                                                                                                                                                                                                         |
| Explain           | To provide a comprehensive answer that shows an understanding of the content/process mentioned. The answer should include: what it is, how it works, what it looks like, what it does, how it happens, why it happens and any relevant reasons.                                                                                      |
| Follow            | To be guided by instructions.                                                                                                                                                                                                                                                                                                        |
| Give              | To supply/provide without explanation.                                                                                                                                                                                                                                                                                               |
| Identify          | This requires the learner to list and describe what is required or relevant to produce an outcome, or requires the learner to make choices to achieve a particular aspect of their job. At Level 4, this would require the learner to say what is available, make the choice and then to explain or justify why the choice was made. |
| Implement         | To put something into practice after the development process has taken place. This ensures that the product/process is actually employed and/or used by self and others during work activities.                                                                                                                                      |
| Inform            | To give someone facts or information.                                                                                                                                                                                                                                                                                                |
| Keep              | To have or retain possession of something.                                                                                                                                                                                                                                                                                           |
| List              | To produce a number of relevant items which apply to the question. Further description is not required.                                                                                                                                                                                                                              |
| Maintain          | To enable something to continue. To keep something in good condition.                                                                                                                                                                                                                                                                |
| Make              | To create, produce or form something.                                                                                                                                                                                                                                                                                                |
| Manage            | After a development process ensure that the product/process works using relevant management techniques.                                                                                                                                                                                                                              |
| Minimise          | To reduce something to the smallest possible amount or degree.                                                                                                                                                                                                                                                                       |
| Monitor           | To check if a process or activity is carried out correctly.                                                                                                                                                                                                                                                                          |
| Notify            | To inform someone of something in a formal or official manner.                                                                                                                                                                                                                                                                       |
| Obtain            | Acquire.                                                                                                                                                                                                                                                                                                                             |
| Organise          | To arrange systematically. To coordinate activities. To make arrangements or preparations.                                                                                                                                                                                                                                           |
| Outline           | A description setting out main characteristics or points.                                                                                                                                                                                                                                                                            |
| Plan              | To consider, set out and communicate what needs to be done.                                                                                                                                                                                                                                                                          |
| Prepare           | To make ready for use or consideration. To create in advance.                                                                                                                                                                                                                                                                        |
| Process           | A systematic series of actions.                                                                                                                                                                                                                                                                                                      |
| Produce           | To create, manufacture or make something.                                                                                                                                                                                                                                                                                            |
| Promote           | To support or actively encourage. To further progress.                                                                                                                                                                                                                                                                               |
| Propose           | To put forward an idea, plan or suggestion for consideration.                                                                                                                                                                                                                                                                        |

|                              |                                                                                                          |
|------------------------------|----------------------------------------------------------------------------------------------------------|
| Provide                      | To make available or supply.                                                                             |
| Recognise                    | To be aware of, familiar with and able to identify an activity or product.                               |
| Recommend                    | To suggest or put something forward as being suitable for a particular purpose or role with reasons why. |
| Rectify                      | To correct or put right.                                                                                 |
| Refer                        | To pass the matter to the responsible person for a decision.                                             |
| Reflect                      | To look back upon and appraise.                                                                          |
| Report                       | To prepare a detailed account or statement about an event or topic.                                      |
| Request                      | To formally ask for something.                                                                           |
| Research                     | To investigate/study to establish facts and reach a conclusion.                                          |
| Resolve                      | To settle or find a solution to a problem.                                                               |
| Respond                      | To react quickly or positively to something.                                                             |
| Review                       | To formally assess something with the intension of instituting change if required.                       |
| Secure                       | To obtain something e.g. commitment from colleagues.                                                     |
| Seek                         | To ask for something from someone.                                                                       |
| Select                       | To carefully choose the most suitable option for a task/purpose.                                         |
| Set up                       | To prepare a system or set of equipment for operation.                                                   |
| Specify                      | To state a fact or requirement clearly and precisely.                                                    |
| State                        | To express something definitely or clearly in speech or writing.                                         |
| Suggest                      | To give possible alternatives, produce or put forward an idea/plan.                                      |
| Summarise                    | To give a brief statement in your own words of the main points.                                          |
| Take action/ measures/ steps | To do something to achieve an aim or deal with a problem.                                                |
| Train                        | To teach a person a particular skill or type of behaviour through practice and instruction.              |
| Undertake                    | To take part in or carry out an activity/task.                                                           |
| Use                          | To apply information or prior learning. To put into service or action. To employ for a given purpose.    |

# SECTION 1 – Mandatory Unit Group

## Unit PCS06: Prepare to work in the cleaning industry

| Level: 1                                                                           |                                                                                                                                          | Evidence Type | Portfolio Ref Number | Comments |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|----------|
| Learning Outcome                                                                   | Assessment Criteria                                                                                                                      |               |                      |          |
| 1. Be able to prepare self and work area                                           | 1.1 Select and check condition of Personal Protective Equipment (PPE) for faults                                                         |               |                      |          |
|                                                                                    | 1.2 State to whom PPE faults should be reported                                                                                          |               |                      |          |
|                                                                                    | 1.3 Wear correct PPE for the job                                                                                                         |               |                      |          |
|                                                                                    | 1.4 Maintain personal appearance in line with organisational requirements                                                                |               |                      |          |
|                                                                                    | 1.5 List correct hand washing procedures                                                                                                 |               |                      |          |
|                                                                                    | 1.6 Prepare work area for cleaning: <ul style="list-style-type: none"> <li>Place hazard warning signs</li> <li>Ventilate area</li> </ul> |               |                      |          |
| 2. Know the requirements for disposal and storage of personal protective equipment | 2.1 State how to dispose of used PPE                                                                                                     |               |                      |          |
|                                                                                    | 2.2 State the importance of disposing used PPE correctly                                                                                 |               |                      |          |
|                                                                                    | 2.3 State the importance of checking PPE after use                                                                                       |               |                      |          |
|                                                                                    | 2.4 State the importance of cleaning and storing PPE correctly                                                                           |               |                      |          |
| 3. Be able to prepare cleaning agents and materials safely                         | 3.1 Select correct cleaning agents according to: <ul style="list-style-type: none"> <li>Type of dirt</li> <li>Type of surface</li> </ul> |               |                      |          |



|                                                                  |                                                                                                      |  |  |  |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--|--|--|
|                                                                  | 3.2 Check cleaning agents are within expiry dates before use                                         |  |  |  |
|                                                                  | 3.3 State to whom expired cleaning agents should be reported                                         |  |  |  |
|                                                                  | 3.4 Use relevant data and risk assessment sheets to prepare cleaning solutions                       |  |  |  |
|                                                                  | 3.5 Use a range of dilution rates for cleaning agents                                                |  |  |  |
| 4. Be able to dispose of and store cleaning agents and materials | 4.1 Dispose of cleaning solutions in an environmentally friendly manner                              |  |  |  |
|                                                                  | 4.2 Clean containers after use                                                                       |  |  |  |
|                                                                  | 4.3 Check and store cleaning materials correctly                                                     |  |  |  |
|                                                                  | 4.4 State to whom shortage of cleaning materials should be reported                                  |  |  |  |
|                                                                  | 4.5 State to the importance of keeping cleaning cupboards clean, tidy and well ventilated            |  |  |  |
|                                                                  | 4.6 Lock and secure cleaning cupboards                                                               |  |  |  |
| 5. Be able to use equipment and machines safely                  | 5.1 Select correct equipment for the job                                                             |  |  |  |
|                                                                  | 5.2 Check each part of the machine is clean and working safely                                       |  |  |  |
|                                                                  | 5.3 Explain the purpose of a circuit breaker                                                         |  |  |  |
|                                                                  | 5.4 Apply safe working practices using relevant risk assessment and manufacturers instruction sheets |  |  |  |

|                                                   |                                                                         |  |  |  |
|---------------------------------------------------|-------------------------------------------------------------------------|--|--|--|
|                                                   | 5.5 State potential hazards whilst working                              |  |  |  |
| 6. Be able to store equipment and machines safely | 6.1 Check, clean and store equipment and machines correctly             |  |  |  |
|                                                   | 6.2 State to whom shortage of machines and equipment should be reported |  |  |  |
|                                                   | 6.3 Lock and secure cleaning cupboards                                  |  |  |  |

## Unit PCSC1: Sustainable cleaning methods and practices

| Level: 1                                                                                |                                                                                                                                                                                                     | Evidence Type | Portfolio Ref Number | Comments |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|----------|
| Learning Outcome                                                                        | Assessment Criteria                                                                                                                                                                                 |               |                      |          |
| 1. Understand the principles of sustainable cleaning                                    | 1.2. Define the term 'sustainable cleaning'.                                                                                                                                                        |               |                      |          |
|                                                                                         | 1.2 Differentiate between 'natural' and 'synthetic' cleaning materials.                                                                                                                             |               |                      |          |
|                                                                                         | 1.3 Describe the benefits associated with using sustainable cleaning products, methods and practices.                                                                                               |               |                      |          |
|                                                                                         | 1.4 Describe sustainable cleaning methods and practices in accordance with workplace procedures.                                                                                                    |               |                      |          |
| 2. Be able to undertake cleaning tasks using sustainable cleaning methods and practices | 2.2. Identify the cleaning tasks.                                                                                                                                                                   |               |                      |          |
|                                                                                         | 2.2 Select, check and wear correct Personal Protective Equipment (PPE) for the task.                                                                                                                |               |                      |          |
|                                                                                         | 2.3 Select, check and safely assemble cleaning equipment, chemicals and materials suitable for the task.                                                                                            |               |                      |          |
|                                                                                         | 2.4 Prepare work area for cleaning by: <ul style="list-style-type: none"> <li>Isolating the area.</li> <li>Ventilating the area.</li> <li>Selecting and displaying hazard warning signs.</li> </ul> |               |                      |          |
|                                                                                         | 2.5 Carry out cleaning tasks safely using sustainable cleaning methods and practices.                                                                                                               |               |                      |          |
|                                                                                         | 2.6 Dispose of waste materials in accordance with legal and workplace requirements.                                                                                                                 |               |                      |          |

|  |                                                                                        |  |  |  |
|--|----------------------------------------------------------------------------------------|--|--|--|
|  | 2.7 Check, clean and dry equipment and materials after use.                            |  |  |  |
|  | 2.8 Store equipment and materials.                                                     |  |  |  |
|  | 2.9 Secure equipment and materials.                                                    |  |  |  |
|  | 2.10 Remove hazard warning signs.                                                      |  |  |  |
|  | 2.11 Remove PPE and dispose of disposable PPE in accordance with workplace procedures. |  |  |  |
|  | 2.12 Close ventilation.                                                                |  |  |  |
|  | 2.13 Wash and dry hands according to correct hand washing procedures.                  |  |  |  |

## Appendix 1: Qualification Structure

| CIWM Unit Code | Unit reference No | GLH | Unit Title                                 | Level |
|----------------|-------------------|-----|--------------------------------------------|-------|
| PCS06          | T/505/6651        | 26  | Prepare to work in the cleaning industry   | 1     |
| PCSC1          | K/617/5842        | 16  | Sustainable cleaning methods and practices | 1     |



## Our purpose is to move the world beyond waste

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This document has been designed to use minimal ink when printed.



**CIWM** | **Qualifications**

Together, we stand for  
a world beyond waste

## More for professional life

Our mission is to unite, equip and mobilise our professional community to lead, influence and deliver the science, strategies, businesses and policies for the sustainable management of resources and waste.

For more information about how we can support you, visit **ciwm.co.uk**.

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