



CIWM

Qualifications

Version 1, December 2021

Qualification Code: 601/7548/5

CIWM Code: CP1

Maximum Guided Learning Hours: 24

Total Qualification Time: 35

CIWM (WAMITAB) Level 1 Award in Cleaning Principles

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

Name

CIWM Learner Number

Registration Date

Enrolment Date

Centre Name

Centre Address

Centre Contact

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?

Learners will develop the basic knowledge required by employers within the cleaning industry. This qualification is designed for anyone looking to improve their employment prospects for the future by gaining a greater understanding of cleaning activities. Once learners have achieved this qualification they will be able to progress directly into entry level job roles within the 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
- Individuals working in the wider supply-chain

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 to take this qualification.

What job role could this qualification lead to or support?

Learners that achieve this qualification will be able to progress into employment in the cleaning industry. 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).

There is significant potential for employment within the cleaning industry in elementary occupations due to the labour intensive nature of cleaning activities.

What do I need to achieve?

You will need the single mandatory unit to complete the qualification.

Mandatory Unit Group

Introduction to Cleaning Principles (CP1)

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 Tutor

The tutor is the person you will have the most contact with as you work towards your qualification. They will provide the training.

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

- Comply with CIWM learner code of conduct for multiple choice tests
- Comply with health and safety law and regulations

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

1. **Planning:** your tutor will tell you how you will learn and be assessed. You will be given the right to request reasonable adjustments if needed.
2. **Learning:** you will spend time with your tutor and this workbook developing your knowledge of the sector.
3. **Assessment – Paper or Online Multiple-Choice Test:** you be provided with a test paper and asked to answer a series of questions by selecting the best possible answers from a list of four choices.
4. **Achievement:** once you have completed the test, your centre will apply for your CIWM certificate.

What are the evidence requirements for this qualification?

The primary sources of evidence for this qualification will be the results from a Multiple Choice Test.

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

- Your tutor
- 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. 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 CP1: Introduction to Cleaning Principles

Level: 1		MCQ	Results	Comments
Learning Outcome	Assessment Criteria			
1. Understand the importance of cleaning	1.1 Define the term 'cleaning'			
	1.2 Differentiate between professional/industrial and domestic non-professional cleaning			
	1.3 Describe the impact of cleaning on; <ul style="list-style-type: none"> • building consumer experience • food hygiene • infection control • well being 			
2. Know how to identify and categorise soil in preparation for cleaning	2.1 Define what is meant by the term 'soil' in a cleaning environment			
	2.2 Describe the nature of soil, it's composition and how it is created			
	2.3 Identify common types of soil			
	2.4 Identify units of measurement used to describe particle size in soil			
	2.5 Identify terms used to describe levels of soiling and how this information can be used			
	2.6 Explain methods for reducing soil creation and spread in a building			
	2.7 Explain methods to prevent soil entering a building			
3. Know how to safely select and use cleaning agents	3.1 Describe the meaning, importance and use of Control of Substances Hazardous to Health (COSHH) information relating to cleaning agents			
	3.2 Identify a range of cleaning agents and their associated benefits, drawbacks and risks			
	3.3 Describe the meaning and purpose of expiry dates on cleaning agents			
	3.4 Determine the difference between; <ul style="list-style-type: none"> • water • soaps • synthetic detergents • disinfectants 			

	3.5 Describe how to use criteria when selecting cleaning agents, including; <ul style="list-style-type: none"> • pH • Location of soil and surface • Type of soil • Availability of resources 			
	3.6 Describe units of measurement for preparing cleaning solutions			
	3.7 Outline how to calculate the dilution ratio for a given scenario			
	3.8 Explain the importance of following the manufacturers instructions			
	3.9 Explain the importance of the correct use of materials and chemicals			
	3.10 Explain the correct procedure for disposal of spent and used cleaning agents			
	3.11 State colour code systems in common practice			
	3.12 Explain the importance of conforming with colour coding systems			
4. Know how to safely select and use cleaning equipment and methods	4.1 Identify a range of commonly used cleaning equipment, and it's associated benefits, drawbacks and risks			
	4.2 Explain the differences and risks associated with dry, wet and damp cleaning methods			
	4.3 State the most commonly used cleaning frequencies and the factors that are used to determine them			
	4.4 Describe how to use criteria when selecting and using cleaning equipment and methods, including; <ul style="list-style-type: none"> • Location of soil • Type of soil • Availability of resources 			
	4.5 Describe techniques for safe use, movement and lifting of cleaning machinery/equipment			
	4.6 Describe how to store cleaning equipment to minimise the risk of; <ul style="list-style-type: none"> • harm • damage • theft • fire 			
5. Understand how to work safely	5.1 State the health and safety legislation and regulations which apply to the cleaning industry			



	5.2 Describe types of health and safety information provided by employers to employees			
	5.3 Describe where to find safety information			
	5.4 Identify persons affected by work being undertaken			
	5.5 State the differences between lone working and team working			
	5.6 List the factors that could make the work environment more dangerous			
	5.7 Explain the importance of correct use of Personal Protective Equipment (PPE)			
	5.8 Explain the importance of personal hygiene in the workplace			
	5.9 Describe the recommended procedures in the event of a fire			
	5.10 Describe the recommended procedures in the event of an accident			

Appendix 1: Qualification Structure

To achieve this qualification, candidates must complete the Mandatory Unit.

Mandatory Units

Ofqual Code	Title	Level	CIWM Unit Code
D/507/7638	Introduction to Cleaning Principles	1	CP1

Our purpose is to move the world beyond waste

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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.



CIWM

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