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**Qualification Code:** CPA2

**CIWM Code:** 600/1698/X

**Maximum Guided Learning Hours:** 38

**Total Qualification Time:** 83

# CIWM (WAMITAB) Level 2 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

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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?

Learners who complete this qualification will acquire the knowledge required by cleaning operatives to deliver a range of cleaning and support services safely and effectively. All learning during this qualification takes place naturally within a normal working environment. This ensures that professional development within the cleaning industry does not have a significant impact on the delivery of cleaning services for customers.

### 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
- Street cleaning operative
- Commercial cleaning operative
- Window cleaner
- Industrial cleaning operative

### What do I need to achieve?

You will need to complete all units from the mandatory unit group to achieve the qualification.

#### Mandatory Unit Group

- Dealing with routine and non-routine waste (201)
- Working with customers and others in the cleaning and support services industry (202)
- Health and safety for the cleaning and support services industry (203)

### 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.

### 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
- 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:** Your centre will set assignments or exams.

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 will be the results from your exams or assignments.

#### 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 201: Dealing with routine and non-routine waste

Level: 2		Evidence Type	Results	Comments
Learning Outcome	Assessment Criteria			
1. Understand procedures for handling routine and non-routine waste	1.1 Describe different types of waste, including: <ul style="list-style-type: none"> <li>• Routine</li> <li>• Non-Routine</li> <li>• Hazardous</li> <li>• Non-Hazardous</li> <li>• Clinical</li> </ul>			
	1.2 Explain the importance of following a regular process for clearing waste			
	1.3 Explain the importance of maintaining personal hygiene when handling waste			
	1.4 List types of waste which can be recycled			
	1.5 Explain the importance of recycling			
	1.6 Describe procedures for handling and disposing of hazardous and non-hazardous waste			
	1.7 Describe the actions to take when dealing with a risk of infection			
	1.8 Explain the importance of using personal protective equipment when handling waste			
	1.9 Describe how to prepare self and work areas prior to handling routine and non-routine waste			
	1.10 Explain the importance of correct segregation of waste			
	1.11 Describe how to deal with incorrectly segregated waste			
	1.12 Explain the importance of marking, labelling and recording non-routine waste			
	1.13 Describe correct procedures for disposing of sharps			
	1.14 Explain the importance of reporting waste which looks suspicious			
2. Understand how to handle and transfer routine and non-routine waste	2.1 Describe safe methods for transferring waste			
	2.2 Describe different types of waste container			
	2.3 Explain the importance of having suitable locations for holding areas and collection bins			
	2.4 Explain the importance of keeping holding areas clean			

	2.5 Describe the implications of broken or damaged waste containers			
	2.6 Describe procedures for dealing with broken or damaged waste containers			
	2.7 State when waste containers should be double bagged			
	2.8 Describe the principles of dealing with routine and non-routine waste spillages			

## Unit 203: Health and safety for the cleaning and support services industry

Level: 2		Evidence Type	Results	Comments
Learning Outcome	Assessment Criteria			
1. Understand the health and safety legislation which applies to the Cleaning and Support Services Industry	1.1 Describe the health and safety legislation and regulations which apply to the cleaning and support services industry			
	1.2 Describe employees responsibilities			
	1.3 Describe employers responsibilities			
	1.4 Explain the appropriate codes of behaviour in relation to health and safety			
2. Understand how to work in a safe manner	2.1 State job roles within organisations responsible for health and safety			
	2.2 Explain the importance of correct use of equipment, materials and chemicals			
	2.3 Explain the importance of the correct use of personal protective equipment			
	2.4 Describe types of security requirements when working on customer sites			
	2.5 Describe techniques for safe lifting and handling			
	2.6 Explain the need for colour coding systems			
	2.7 Describe recommended procedures in the event of a fire			
	2.8 Describe the recommended procedures in the event of an accident			
3. Understand how to control risks in the workplace	3.1 Explain the importance of personal hygiene in the workplace			
	3.2 Outline the required personal hygiene standards			
	3.3 Define the terms 'risk', 'hazard' and 'risk assessment'			
	3.4 Identify the types of hazards which might occur in the workplace			
	3.5 Describe health and safety procedures relating to controlling risks			
	3.6 Describe the procedures for reporting hazards			
	3.7 Explain the importance of following manufacturer's instructions			
	3.8 Explain the importance of clear communication in relation to risk assessment			
	3.9 Explain the importance of risk control measures			

## Unit 202: Working with customers and others in the cleaning and support services industry

Level: 2		Evidence Type	Results	Comments
Learning Outcome	Assessment Criteria			
1. understand how to communicate effectively with customers	1.1 Describe the importance of communicating with others			
	1.2 Describe appropriate ways of communicating with customers			
	1.3 State the importance of up-to-date, accurate and clear information			
	1.4 State key sources of job related information			
	1.5 State reasons for adapting communication to different audiences			
	1.6 State procedures for acknowledging, responding to and recording customer communication			
	1.7 State the limits of authority for dealing with different types of customer communication			
2. Understand how to meet customers' needs	2.1 Explain the importance of positive behaviour and attitudes			
	2.2 Describe examples of positive behaviour and attitude			
	2.3 Explain the benefits of creating a positive impression			
	2.4 Describe different types of customer			
	2.5 Describe procedures for handling difficult customer situations			
3. Understand how to contribute to effective team working	3.1 Explain the importance of teamwork			
	3.2 Describe roles and responsibilities within teams			
	3.3 List factors that contribute to effective teamwork			
	3.4 Describe key personal behaviours of team members			
	3.5 Describe how to respond to disagreements in a team			



## Appendix 1: Qualification Structure

Learners must complete all units within this group

### Mandatory Group

Ofqual Code	Unit Title	Level	CIWM Code
R/502/2250	Dealing with routine and non-routine waste	2	201
Y/502/2251	Health and Safety for the cleaning and support services industry	2	202
D/502/2252	Working with customers and others in the cleaning and support services industry	2	203

## Our purpose is to move the world beyond waste

Help us protect the environment by only printing this document if absolutely necessary and, where possible, please only print the pages you need.

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

## 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](http://ciwm.co.uk).



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